

Point of View

By Patricia A. Hollander

DECEMBER 31, 1993, will mark the end of mandatory retirement of tenured faculty members. Under the Age Discrimination in Employment Act, after that date colleges and universities will be permitted to terminate tenured faculty members only for just cause. It will no longer be possible to rely on mandatory-retirement rules as a convenient solution to the problem of unsatisfactory performance by tenured professors.

Beginning January 1, 1994, colleges will be able to terminate tenured faculty members only if they can show that the individuals no longer meet appropriate standards, such as competence in teaching, research, and service. In addition to incompetence, examples of just cause for termination of tenured faculty members, as determined by a number of court cases, include the following:

- Neglect of duty, such as refusing to follow the curriculum, refusing to teach scheduled classes, or refusing to develop assigned courses.
- Insubordination, including refusing to serve on faculty committees or absencing oneself from work even if a leave of absence has been denied.
- Unprofessional conduct, such as evicting a colleague from a class that the colleague was assigned to teach or misrepresenting one's academic credentials.
- Sexual misconduct, including making sexual advances in a classroom, laboratory, or similar setting.

Some people mistakenly believe that a tenure contract is an employment contract for life—everlasting job security. It is not. Rather, a tenure contract is a conditional continuing contract. That is, it continues without having to be formally renewed year after year but only so long as the individual meets the conditions of the contract, including satisfactory performance of duties. Tenure does not protect faculty members from being terminated for "cause," such as incompetence; it protects them from being terminated for reasons related to academic freedom, such as teaching or doing research on unpopular topics.

We all know particular tenured faculty members who even after age 80 will gleefully run younger colleagues around the academic track, hardly pausing for breath and leaving limp and gasping bodies in their wake. We also know faculty members who will not be that vigorous. The task is to separate one group from the other. Before the end of mandatory retirement, colleges should set up periodic performance reviews to provide routine, consistent, honest evaluations of all faculty members' teaching and research.

Honesty is of central importance in these evaluations. Although some institutions may already have *pro forma* evaluation systems, they do not help if a troublesome faculty member eventually becomes the subject of a termination proceeding and can pull out past evaluations that have rated him or her highly—or at least have never indicated any significant problems. An honest evaluation might note that a professor was not prepared for class, had not updated his or her material, spent class time on irrelevant matters, or had not adequately prepared students for more advanced work. It might say that the faculty member was uncooperative, had failed to participate adequately in departmental affairs, or had not engaged in research or scholarly activities. Such honest reviews might spur many inadequate faculty members to improve their performance; even if they did not, they would provide a clear record upon which colleges and administrators could act.

Evaluation should not affect adversely most tenured professors. In fact, once they become accustomed to it and less annoyed by the routine of it, many faculty members may come to enjoy the opportunity to display their continuing prowess in their chosen fields.

Moreover, as part of the business of running educational institutions, colleges and universities already have developed evaluation processes for administrators, staff members, and non-tenured faculty members. Are administrators and professors ready for the additional work of honestly and objectively evaluating ten-



CARTOON BY BOB FOR THE CHRONICLE

Evaluating Tenured Professors

Without mandatory retirement, colleges need new procedures

ured faculty members to determine whether their performance meets appropriate standards? Some say this is an impossible task. In fact, it is not always has been an entirely possible task, although, rightly, a difficult one.

Evaluating teaching manually is said to be particularly difficult. Most people agree that research can be evaluated, since committees do it for tenure and promotion decisions, but many universities have avoided evaluating teaching, sometimes on the grounds that such evaluations would be more subjective. The criteria and methodology used to evaluate teaching should be agreed upon in advance, of course, but appropriate methods do exist. Some departments employ criteria such as updated course descriptions and syllabi, use of current textbooks and assigned readings, and active signs of advising, including encouraging students to participate in national professional meetings. Methods for evaluating faculty members often involve classroom visits by colleagues, reviews of written handouts, and screening of student evaluations.

SOME PEOPLE SAY that faculty members are not willing to participate in evaluations of peers that may result in terminations, but this is largely a canard. For if the faculty refuses to join in, who will do the evaluations? Administrators alone? Surely not. I have no doubt that many faculty members are as interested in assuring that their colleagues perform up to standard as are administrators, students, and parents.

After all, evaluation of professors is nothing new; non-tenured faculty members have always had their overall performance scrutinized when they are up for tenure. Institutions already use performance reviews to decide merit salary increases and promotions from associate to full professor. What is new is that an evaluation system that routinely focused on non-tenured faculty members now must be adjusted and enlarged to include serious attention to the continuing performance of tenured professors.

Many institutions already have used faculty panels to conduct proceedings that led to the dismissal of tenured professors. During a session at a recent conference at Stony University on law and higher education, about half of the audience of 50 to 60 people raised

their hands when asked if their institution had terminated a tenured professor for cause. In the past, however, such proceedings probably have been used only in extreme cases, such as when an individual clearly admitted to continue because of lingering illness or explicitly unacceptable conduct.

In the future, colleges and universities must establish procedures that lead to evaluations that are honest and careful enough to persuade faculty members whose performance is flagging to retire without the need for full-blown faculty hearing. Unfortunately, some colleges and universities already have reviewed and modified their evaluation procedures. For those that have not yet done so, the task should assume some urgency. Less than two years remain until mandatory retirement for tenured professors ends.

WHAT MUST BE DONE? Basic documents, including faculty contracts, faculty handbooks, and governing-board policies, must be gathered and reviewed. Basic questions must be answered: What is the job description for each faculty position? What are the qualifications for that position? What are the criteria for promotions, salary increases, and terminations? What evidence is acceptable to demonstrate that the standards have been met? Who shall participate in setting evaluation standards and procedures? Who shall participate in doing evaluations? What due-process procedures shall apply?

In setting standards and procedures for tenured faculty members, care must be taken not to end up with two sets, one for non-tenured faculty members and another for tenured professors, having two different standards might open an institution to challenge on the grounds of age discrimination.

Colleges also must consider whether they need to provide new monetary or other inducements to encourage faculty members to retire. Numerous institutions provide for buyouts of faculty contracts, using formulas based on actuarial projections of longevity. Some also provide benefits, such as office space or secretarial support, access to libraries, medical benefits, and counseling about post-retirement employment opportunities. Colleges could also encourage able professors to share a faculty slot with a colleague or work part time.

If ever a situation cries out for legal advice, this is it. Administrators and faculty senates should enlist legal counsel in all aspects of the process of setting standards and procedures, including drawing up job descriptions and designing mechanisms that provide appropriate due process when terminations are contemplated. Obtaining sound legal advice and consulting with faculty leaders may help colleges avoid or limit litigation.

Should litigation occur in spite of the care taken, a careful process for designing and carrying out faculty evaluations will help a college or university demonstrate to a court that its procedures give adequate notice of shortcomings in performance and guarantee fair treatment before any decision to terminate a faculty member is made. When they are hired, all faculty members should be given full explanations of the standards and procedures that an institution will use to evaluate them throughout their careers. This should help to reassure professors that their rights, as well as their responsibilities, have been given due attention.

The entire academic community has an interest in urging faculty members to summon the courage to act against colleagues who are not performing adequately. Although better evaluation procedures may help colleges avoid a lot of messy cases, inevitably some will arise, and faculty members must live up to their obligations to students and the rest of academic to remove faculty members who are not doing their jobs.

Patricia A. Hollander is general counsel of the American Association of University Administrators and a trustee of Western New England College.

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of Higher Education.June 21, 1992 • \$2.75
Volume XXXVIII, Number 42Quote,
Unquote

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"The competition among private colleges is fierce. Colleges are more desperate to cut a deal." A professor of economics, on tuition-discount programs at some colleges. A27

"I'm proud of the investments. I'm not embarrassed by it. You can't make a list that's too long for me." The president of West Virginia U., on a winning armoured funds from Congress. A22

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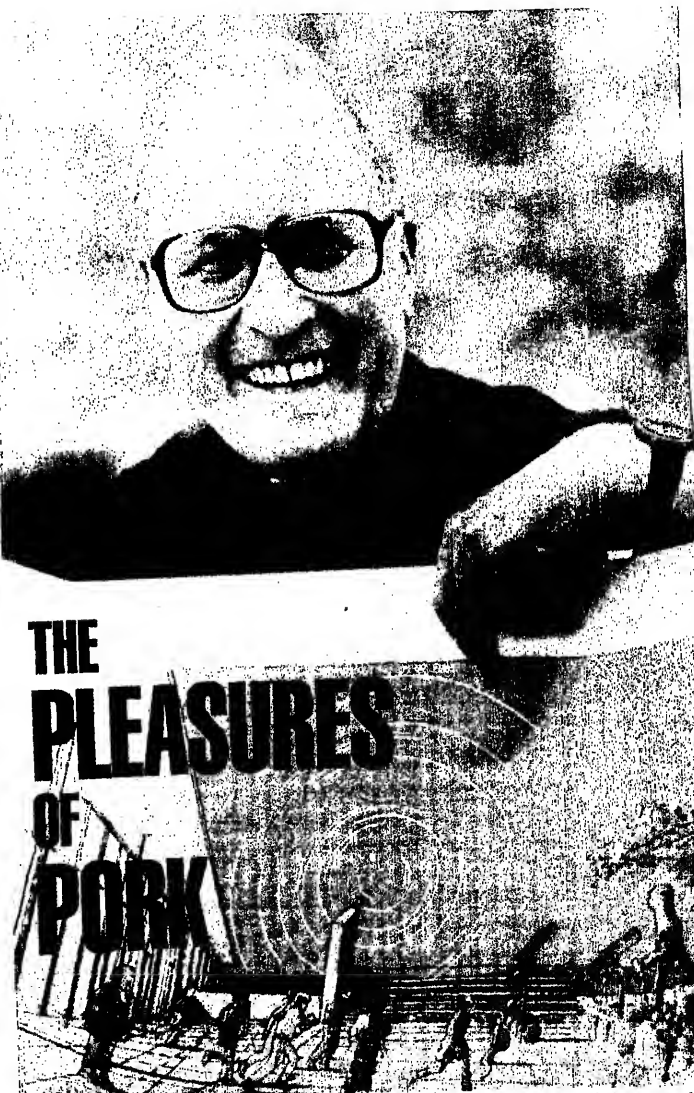


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This Week in The Chronicle

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The Bush Administration says No, but some American leaders think changes at the international agency merit reconsideration of the U.S. position: A31

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University students who seized 12 downtown buildings demanded the resignation of Serbian President Slobodan Milosevic and new elections: A32

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The National Autonomous U. of Mexico will raise annual tuition to about \$670 from the current 6 cents, where it has been frozen for 44 years: A32

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The government is worried by a survey that shows that some 50,000 Australians who sought admission to college this year did not find a place: A33

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MARGINALIA

Note in the program of the 160th commencement of Wesleyan University: "The audience is asked to remain seated until the end of the recession."

While acknowledging that the request was perfectly appropriate to the occasion, at least one job-hunting graduate wished the authorities could have found another way of saying it.

News item in *The Daily of the University of Washington*:

"The uw Medical Center was selected last week to be the sole North-west distributor of taxol, a controversial new anti-cancer drug. . . . Because the Hutchinson Center is not currently conducting any taxol research, it has, in turn, designated the uw School of Medicine's Division of Medical Oncology to distribute the drug."

Artistic, stop spinning in your grave.

Announcement of a faculty art exhibit:

"UW-MARATHON CENTER. Recent work by Thomas M. Fleming, an associate professor of art. . . . We owe a lot to teachers like that."

From the Lyndon State College *Critic*:

"Lower interest rates on college investments and lower enrollment figures are expected to force the Lyndon State College administration to look at ways to decrease spending and increase income. . . . The types of cuts are not known at this time, (Dean Rex) Myers said. 'There are a lot of question marks. It's a nebula guessing game.' The fault, dear Myers, is not in our stars."

The menu at Harvard's Cronkite Graduate Center offered a south-of-the-border selection under this title:

MEXICAN MEATS

Announcement in *The Department Advisor*, a publication from Higher Education Executive Publications:

FACULTY HAYCOCK

Context and Revision Seminar Boston, Massachusetts

"At least we know where to start," a reader observes.

Police notices in *The Kent States*: "Portlock S. Conner, 24, of Rootstown, was arrested Monday night on a charge of stealing a government document entitled 'Robbery in the United States' from the library. The document is valued at \$5."

Poor man was only trying to better himself.

—C.O.

In Brief

Publication links
donation to testimony

LINCOLN UNIVERSITY, PA.—Lincoln University has denounced as "preposterous" a report alleging that its president testified on behalf of Supreme Court nominee Clarence Thomas in September 1991 in return for a \$10-million gift from a wealthy Republican.

"It's a tabloid journalism," said Niera Sudorkan, Lincoln's president.

Black Issues in Higher Education, a twice-monthly journal, has reported that seven anonymous university officials claim that Lincoln was promised a "generous gift" from an heiress, Ellen Yes, as a *quid pro quo* for Mr. Thomas's testimony. It also says the gift was arranged by a lobbying firm co-owned by Armstrong Williams, a close friend of Mr. Thomas and key Senate Republicans.

Ms. Sudorkan said Lincoln had hired Mr. Armstrong to identify potential donors and that Ms. Yes's interest in Lincoln preceded Mr. Thomas's nomination.



WEST LAFAYETTE, IND.—Plans to raise a 91-year-old building, home of some of the state's most important agricultural discoveries, have angered many at Purdue University. Officials say renovating the deteriorating Entomology Hall would be too costly. But opponents say the university has adopted a "tear-it-down mentality."

Dartmouth is given
collection of 'Moby-Dick'

HANOVER, N.H.—Dartmouth College has mounted an exhibit of some of the 232 editions of Melville's *Moby-Dick* donated to the college by alumni who spent seven years building the collection.

William S. Clark, who graduated from Dartmouth in 1942, is now an investment manager in San Francisco. His collection includes copies in 31 of the at least 42 languages in which *Moby-Dick* has been printed.

Dartmouth's Baker Library, which has a substantial Melville collection, scheduled the exhibit to coincide with the 50th reunion of Mr. Clark's class at the college.

Mr. Clark says he was motivated by an urge to collect books, not by love of the epic itself. "I found it difficult to get through," he says.

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Colgate U. sponsors National Volunteer Day

HAMILTON, N.Y.—More than 500 Colgate University alumni dedicated a day to community service, staffing food banks, repairing homeless shelters, and removing graffiti as part of "National Volunteer Day."

Plans to raze historic
building prompt criticism

WEST LAFAYETTE, IND.—Plans to raise a 91-year-old building, home of some of the state's most important agricultural discoveries, have angered many at Purdue University. Officials say renovating the deteriorating Entomology Hall would be too costly. But opponents say the university has adopted a "tear-it-down mentality."

College no longer needs car to draw attention

PANAMA CITY, FLA.—The prime tourist attraction at Gulf Coast Community College has hit the question block. The college's Pullman executive coach railroad (below), which dates to the 1940's, served as a guest house and conference room during its tenure of almost three decades at the college. Its original purpose was to catch the eye of drivers on the highway and draw them to the campus. For the past ten years, as the institution has grown, the railroad has been little used. Charlie Bond, the library director, said the college had benefited from the "public-relations play" and no longer needed the car.



Florida's third-largest telescope will be repaired

Female veterans sue
military college

CHARLESTON, S.C.—Two female U.S. Navy veterans have sued the Citadel, the Military College of South Carolina, asking a federal judge to force the state-supported college to admit them to its dry program for veterans.

The class-action sex-discrimination suit was filed by the American Civil Liberties Union on behalf of the two veterans. The women are not seeking admission to the military college's all-male corps of cadets, but they want admission to the veterans' program, which is now limited to men.

Women may attend summer school and evening classes at the college. But the complaint says the dry programs for male veterans offer degrees in 17 majors, while the educational programs offer degrees in only three areas.

The Citadel is one of the nation's two all-male, state-supported military colleges. The other is the Virginia Military Institute. Citadel spokesman Lieut. Col. Ben Legare, Jr., said the college's single-gender programs are constitutional. He also said the Citadel supports freedom of choice by offering both single-gender and coeducational programs.

Students call
state flag racist

ATLANTA—A group of college students burned a Georgia State flag in front of the Capitol here, calling on the Legislature to remove the Confederate battle emblem from the banner.

About 15 local-university students who are members of a group called Students for African American Empowerment were involved in the protest. The students called the emblem racist.

The battle emblem was added to Georgia's flag in 1956 by lawmakers angered by forced integration. Three other states also officially display the emblem.

Two weeks before the students' protest, Georgia Gov. Zell Miller said he would ask lawmakers to change the flag's design when the Legislature convenes next year.

Correction

An article about a controversy at Harvard University Law School (*The Chronicle*, May 6) incorrectly called the New England School of Law the New England College of Law.

Florida's third-largest telescope will be repaired

ORLANDO, FLA.—The third-largest telescope in Florida, which has been sitting in a storage shed for a decade, will soon be back in commission.

Lady of the Mist
loses her head

RUSTON, LA.—Students graduating last month from Louisiana Tech University narrowly missed a headless goodbye.

Six days after graduation, the statue of the Lady of the Mist (above) was beheaded for the second time in its 40-year residence on the campus. The statue, a woman kneeling with her arms outstretched, has served as the university's welcoming sign to freshmen and its farewell bid to graduates.

The vandals, two former students, will have to pay to rebuild the head, since the statue is a bodyless dummy.



Florida's third-largest telescope will be repaired

ORLANDO, FLA.—The third-largest telescope in Florida, which has been sitting in a storage shed for a decade, will soon be back in commission.

PORTRAIT

Prodding Academe to Do More for Poor Children

By ROBERT L. JACOBSON

WASHINGTON

For the past two decades, Kati Haycock has been looking for ways to help needy children. Now she's asking colleges and universities to help her find yet another way.

In the early '70's, after a brief stint as founding director of the University of California Student Lobby and a year as associate dean of students at the university's Santa Barbara campus, Ms. Haycock entered the rough-and-tumble world of school reform and began a career dedicated mainly to improving the lot of poor and minority children.

Those are the youngsters, she says with great emotion, who get "less of everything that we believe makes a difference" to prospects for success in school and in life.

"I have seen the future of this country and I am very much frightened," Ms. Haycock says.

So last fall, with two years as executive vice-president of the nonprofit Children's Defense Fund behind her, she decided to try something different. She signed on with the American Association for Higher Education as head of a new project aimed at drawing academic leaders more substantially into school-reform activities.

The transition has not always gone smoothly. She tells of attending conferences where school people have stared at her name tag in "sheer horror."

"Higher education" a school official from Missouri exclaimed not long after Ms. Haycock had joined the AAHE. "What in the world would possess you to go to work for them?"

The immediate impetus for that



Kati Haycock: "I have seen the future of this country and I am very much frightened."

"The problem is that all of these things are still ad hoc," Ms. Haycock says. "In any given community, you may find hundreds of collaborative ventures," but "they don't add up to a coherent whole."

Higher education's approach to problems in the schools is often to "create a new program," she continues. "It's rarely to help the teachers and counselors and principals who run their schools to work more effectively, so that they might do about facts like these: . . . By the time black and Hispanic students reach the 12th grade—if they reach it at all—on average they are performing at least three grade levels below white students."

"The United States ranks 19th among countries of the world in the ratio of schoolteachers to students. . . . Every day an average of about 2,700 American teen-age girls get pregnant, and some 135,000 children bring sons to school."

"In general," says Ms. Haycock, "we herd poor and minority youngsters into low-track classes, assign them our worst teachers and our oldest books, and then expect essentially nothing from them."

Illustrating the point not long ago in a speech in Phoenix at the annual meeting of the American Association of Community and Junior Colleges, she recalled how, while visiting an inner-city school, she heard a teacher tell students that "the sun comes up every morning and goes around the earth."

"I would submit to you," Ms. Haycock declared, "that these teachers need help from people who both know their subjects and how to teach them. Surely you can find a way to get your folks connected."

She said she knew she was speaking to people who already had a lot on their plates and were probably thinking, "Here this ding-dong comes flying in from Washington, D.C., and has the audacity to tell me I should be doing more." But by the time she finished her half-hour speech, Ms. Haycock seemed to have resonated nearly everyone in the audience.

"Who better to take the lead than you?" she asked plaintively. The response was a standing ovation.

Campaigning for academe's endorsement

Grant From Lilly Endowment

Last week the Lilly Endowment announced a grant of \$181,950 to finance the first six months of the Educational Roundtable. Developmental work has been supported by the Pew Charitable Trusts. Pew also has agreed to provide startup funds for a related AAHE project, Community Compacts for Student Success, in which 10 cities will receive planning grants of \$40,000 each to improve disadvantaged students' chances of completing high school and persisting in college.

Both projects will be discussed in San Diego next week at the AAHE's third national conference on school-college collaboration.

Debate Intensifies Over Studies Linking Biology and Behavior

Continued From Preceding Page

who suggest a genetic underpinning for behavioral traits, even when such suggestions are well ahead of scientific research. The result "will be a transformation of how we understand ourselves: from moral beings, whose character and conduct is largely shaped by culture, social environment, and individual choice, to essentially biological beings," Mr. Kaye says.

'A Footnote Four Weeks Later'

Claims that a genetic basis will be found for everything from unhappiness to exhibitionism—assertions that are still questionable—could have as much effect as theories that are rooted in solid research, some scholars believe. "People talk about the social power of biological information, but they don't talk about the social power of misinformation," says Robert M. Proctor, an associate professor of history at Pennsylvania State University.

"There will be front-page stories that a math gene has been discovered," Mr. Proctor continues, using a hypothetical example, "and then a footnote four weeks later that there were problems with the study. This goes on and on."

Studies of twins, who share all or many of the same genes, often hint at a genetic basis for traits. But critics say those studies are never followed up by research that pinpoints a specific gene or genes for the traits. Studies that purported to find a specific genetic basis for schizophrenia, manic-depressive disorder, and alcoholism have either been retracted or contradicted by other studies.

Scientists working in behavioral genetics acknowledge that the field is riddled with retractions and contradictory results. But behavioral disorders such as alcoholism or schizophrenia are difficult to diagnose or even to define clearly, they say. That difficulty, in turn, makes it difficult to find biological causes of the disorders, they say.

Many scientists also say that just because they are trying to understand the role of genes in behavior doesn't mean they want to exclude other factors. Henri Begleiter, a professor of psychiatry at the Health Science Center of the State University of New York, says he was the first scientist to find distinct patterns of electrical abnormalities in the brains of alcoholics and their children. Now he and other researchers are trying to see if that abnormality is inherited. But Dr. Begleiter says he believes alcoholism may have many causes.

"I am a believer in genetics and heredity, but not at the expense of psycho-social influences or environmental influences, and I mean that," he says.

Criticism of 'Violence Initiative'

Those who are concerned about the rise of biological determinism argue that the role of genetics is often not placed in its proper perspective. Penn State's Mr. Proctor, in *Mapping Genes*, a forthcoming book from Oxford University Press, says government officials could easily base policy on a distorted understanding of genetics. Even though scientists do not yet know how strong role genes play in creating a susceptibility for cancer, for example, policy makers could mistakenly believe that all cancer results from inherited predispositions. That belief could result in the government's cutting its support for efforts to control radon or for programs to encourage people to stop smoking, he says.



Howard L. Kaye, a sociology professor: "Drumlike statements by researchers that genes are what it means to be a human being forget other sources of knowledge."

Government policy may already be linked to faulty research, some scientists argue. They point to a "Violence Initiative" being planned at the National Institute of Mental Health for 1994. The program was first brought to public attention through remarks by Frederick K. Goodwin, the head of the Alcohol, Drug Abuse, and Mental Health Administration, to the institute's advisory board in February.

In those comments, which ultimately led

"There is no science which slurs one group is more genetically disposed to violence than another," says Ronald Walters, chairman of the political science department at Howard University, after an informal meeting at Howard this month about the violence program. "This is a fishing expedition based on ideological theories, not scientific ones, and it gives this research a wholly political nature," Mr. Walters and others fear the initiative

"People talk about the social power of biological information, but they don't talk about the social power of misinformation."

to his resignation, Dr. Goodwin appeared to compare inner-city men to rhesus monkeys. He suggested that biological markers for aggressive behavior might help scientists find children or adolescents who would be violent later in life and that those young people could then be treated. Determining the population in need of "intervention," Dr. Goodwin suggested, could make programs to reduce violence more effective and less expensive.

Although it was the racist connotation of the rhesus-monkey remark that upset members of Congress, Dr. Goodwin's description of the population he was also angered many. His comments gave the impression that the mental-health institute would set up a screening program that would include the use of biochemical markers to identify people who might be violent in the future.

could be used to mark young black males as prone to violence.

Susan Solomon, chief of the violence and traumatic-stress branch at the National Institute for Mental Health, says the initiative has been misunderstood by some of its fervent opponents. While the role of biological factors in violence is being considered in planning the initiative, she says, that topic will be a small part of a large program.

"We're being asked to help stop the violence in this country and help its victims, and we're trying to find out how to do that," she says.

Some Blame Journalists

Some scholars fault journalists for contributing to the conflict that is flaring up over genetics. Dorothy Nelkin, a professor of sociology and law at New York University,

says journalists portray complex behavioral conditions ranging from aggression to a "zest for life" as attributable to single genes, when scientists believe that many genes may contribute to the creation of such traits. The journalist portrayal of genetics, she says, has been absorbed in popular culture and the courts.

In the March issue of the *Vanderbilt Law Review*, she and Rochelle Cooper Dreyfuss, a professor of law at NYU, argue that a mistaken belief in "genetic essentialism"—the view that the genetic constitution we inherit at birth largely determines our future behavior—has begun to pervade many court decisions.

Dispute Over a Surrogate Mother

The two women cite a 1990 dispute in the California Superior Court between the genetic parents of a child and the surrogate mother who carried their embryo to term. In explaining his decision, the judge said: "We know more and more about twins now, how you walk, talk, and everything else, all sorts of things that develop out of your genes, how long you're going to live, all things being equal, when your immune system is going to break down, what diseases you may be susceptible to."

Then the judge referred to a controversial study of twins done by University of Minnesota scientists that suggests much of a person's intelligence can be attributed to genes. "They have upped the intelligence ratio of genetics in 70 per cent now," he said.

Ms. Nelkin and Ms. Dreyfuss say the result of the case wasn't that remarkable: the court awarded the biological parent sole custody of the child. What was unusual, the two say, was basing the decision on genetics rather than the best interests of the child.

Ms. Nelkin argues that the courts are using genetic essentialism in a recession to make quick decisions and to justify social inequalities. "In times of prosperity, society can afford to look at social and environmental sources of problems," she says.

Kevin and Muriel's Mr. Kaye contends that the over-expanding claims about the influence of genes are being put forth in time when the humanities and social sciences are "morally bankrupt" and to weak to defend the notion of free will.

He says social science, for instance, is currently dominated by a deterministic philosophy that places little value on individual responsibility. "There are big debates about what the socializing force is in language, power relations, the mode of production, or phalloscentism—but what social scientists all seem to agree on is that the individual human being is a product of various social forces," Mr. Kaye says.

More Controversy Anticipated

Controversies over biology and behavior are not likely to disappear. More research results are on the way that may, however vaguely, link biology with self-destructive and socially destructive behavior.

In research that was reported last month at the American Psychiatric Association meeting, but which is still unpublished, a study of convicted Finnish murderers indicated that there might be a genetic basis for low levels of serotonin in the criminal's brains. Gerald L. Brown, who is now the clinical director of the National Institute for Alcohol Abuse and Alcoholism, was the first to link low levels of that chemical to aggression in human beings.

"I do not know what kind of practical benefits might result from this research," says Dr. Brown, "but I think being ignorant is never a solution."

Publishing

Everybody, it seems, has an opinion about college professors, and much of what people have to say isn't very nice. Mark Edmundson hopes to make professor bashing more difficult with a new book of essays and interviews he has edited, due from **Penguin Books** next year.

The original paperback will include 12 autobiographical pieces in which scholars—mostly English professors—discuss what they do and how they got where they are now. Mr. Edmundson's goal is "to humanize the people who've been doing the work," he says, in the face of misleading attacks by journalists and others outside the academy.

The publisher contacted Mr. Edmundson, an associate professor of English at the University of Virginia, to marshal the forces on the other side, based on pieces he had written for *Harper's*. Contributors include two Virginia colleagues, **Richard Rorty** and **Susan Fraiman**, and **Michael Bérubé**, a former graduate student at Virginia who is now an assistant professor at the University of Illinois at Urbana-Champaign. Also writing are heavyweights **Frank Lentricchia**, **Edward Said**, **J. Hillis Miller**, and **Eve Kosofsky Sedgwick**, whose "Queer and Now" essay Mr. Edmundson says is among the best she's ever done.

Several of the essayists, including **Harold Bloom** and **William Serrano**, are critical of current trends in the humanities, but they are involved in debate, not taking potshots from the sidelines, Mr. Edmundson says. He adds that he rejected several essays that didn't strike the right personal tone—including his own. His only problem: coming up with a snappy title, to

Hot Type

rival *Twisted Radicals and Illiberal Education*. The likeliest possibility is *Wild Orchids and Trotsky*, which picks up on Mr. Rorty's discussion of aesthetics and politics.

The night **Mary Jo Frug** was stabbed to death in Cambridge, Mass., last year, she had been working on an essay on how the American legal system subjugates women. As her husband, **Gerald Frug**, tells it, Ms. Frug put her work down that evening, leaving a sentence half-finished, and decided to take a walk.

The essay, "A Postmodern Feminist Legal Manifesto," was eventually published posthumously by the **Harvard Law Review** and became the subject of a parody produced by the editors of the review. The parody was roundly criticized as cruel and tasteless, and the editors apologized for it.

At the time of her death, Ms. Frug, a prominent feminist legal scholar at the New England School of Law, had been working on several other essays drawing on French contemporary theory that she hoped to collect into a book. Editors at **Routledge** heard about the essays, and they approached Mr. Frug about completing the manuscript.

Mr. Frug pulled the essays together, noting that very little editing was needed to finish them. "I'm sure she would have wanted to polish

them," he says. "But there are a lot of exciting ideas here that otherwise would not have been available to the general public."

Routledge plans to publish *Postmodern Legal Feminism* in November, with an introduction by **Judith A. Greenberg**, a colleague of Ms. Frug's at the New England School of Law. "She had taught and was an activist and was starting to think of herself as a book writer," says **Maureen MacGrogan**, an acquisitions editor at Routledge. "If all of this publicity has done any good, it's made her book of more interest."

Beginning this summer, **Rutledge College** will be the new home of **Gender & History**, an international journal devoted to historical questions about gender relations. **Mancy Grey Osterud**, an associate professor of history on leave from San Jose State University, will serve as the journal's American editor.

Published three times a year by **Basel Blackwell** and edited by British and American scholars, the journal was established in 1988 by **Leonore Davidoff**, who still serves as its British editor. Although the journal was associated with its previous American editor, **Nancy A. Hewitt**, at the University of South Florida, it had been without an institutional home in the United States. "What **Rutledge** enables us to do is facilitate trans-Atlantic communication and bring together Americans from all over the country," Ms. Osterud says.

The first issue for which Ms. Osterud will be fully responsible is the one dated fall 1993, a special issue on gender and colonialism.

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ACQUINTANCE

According to the Soviet Union, by Elia Ash and Robert Strilumiller. Praeger Publishers: 208 pages; \$45. Focuses on accounting methods for industrial enterprises.

ANTHROPOLOGY

First Year Child: A Good Mother, by Paul Riesenman. Rutgers University Press: 240 pages; \$40 hardcover, \$15 paperback. Compares the lives, child-rearing practices, and personal beliefs of the Kikuyu and the Kikuyu people of Burkina Faso.

ART AND ARCHITECTURE

Space, Time, and Man: A Prehistory of the Visual, by Clarence Irving. Cambridge University Press: 176 pages; \$29.95. Discusses the evolution of human understanding of space and time.

CHEMISTRY

Macromolecular Crystallization, by John R. Hallett. Cambridge University Press: 320 pages; \$165. Discusses the study of the structure of proteins, nucleic acids, and viruses using a technology originally developed for particle-physics research.

CLASSICAL STUDIES

The Agon in Euripides, by Michael Lloyd. Oxford University Press: 160 pages; \$45. Considers the dramatic context and function of scenes in Euripides' tragedies that depict an agon or formal debate; includes a comprehensive discussion of similar scenes in works by Sophocles.

The Emperor Domitian, by Brian W. Jones. Routledge: 288 pages; \$29.95. A revisionist biography of the Roman emperor who ruled from A.D. 81 to 96 and has been known traditionally as a tyrannical and ruthless ruler.

The Play of Florence: Studies in Dante's "Mysticisms", Book 2, by A. M. Keith. University of Michigan Press: 176 pages; \$29.95. Analyzes the relationship between "first love" and "embodied" narratives in book two of the Roman poet's 15-book collection of verse tales.

COMUNICATIONS

Clarence Dawson: The Creation of an American Myth, by Richard J. Jensen. Greenwood Press: 352 pages; \$42.95. Traces the American lawyer's development as an orator.

The Politics of the Penitentiary, by Dan Nilsen and James S. Cobb. Praeger Publishers: 224 pages; \$47.95 hardcover, \$15.95 paperback. A critique of the activities of the prison system and the role of people who provide the bulk of political commentary for the news media.

War and the Media: Propaganda and Persuasion in the Gulf War, by Philip M. Taylor. Macmillan University Press: 208 pages; \$16.95. Discusses the role of the media in the Gulf War, and the role of the media in the development of the structure of proteins, nucleic acids, and viruses using a technology originally developed for particle-physics research.

CULTURAL STUDIES

From Paradise: The Politics of Jewish Memory, by Jonathan Boyarin. University of Minnesota Press: 161 pages; \$29.95 hardcover, \$14.95 paperback. Topics include the relationship

between the Jewish diaspora and the Jewish homeland, and the relationship between the Jewish diaspora and the Jewish homeland.

Markets, Firms, and the Management of Labour in Modern Britain, by Howard Goss. Cambridge University Press: 250 pages; \$24.95. Argues that British management's approach to industrial relations have had little to do with competitiveness in relation to the United States, Germany, and Japan.

The Soviet Householder Under the Old Regime: Economic Conditions and Behavior in the 1870's, by Guy Orlin and Ann H. Orlin. Cambridge University Press: 450 pages; \$69.95. Discusses in-depth the economic conditions, division of labor, and other aspects of the Soviet urban household; based on retrospective data from Soviet Jewish immigrants in Israel and the United States.

EDUCATION

Unraveling as a Teacher, by Robert V. Sullivan, Media A. Crow, and J. Gene Knowles. Routledge: 235 pages; \$49.95 hardcover, \$15.95 paperback. The profiles of professional development of teachers through case histories of six people during their first year in the classroom.

Denoting the Dawn: A Century of Exhibitionism, by Julie Meloni. Greenwood Press: 192 pages; \$42.95. Draws on previously neglected sources

in a study of the dance genre's history and cultural and social significance.

ECONOMICS

Labour in the Puerto Rican Economy: Past and Present, by Jonathan Boyarin. University of Minnesota Press: 161 pages; \$29.95 hardcover, \$14.95 paperback. Topics include the relationship

between the Jewish diaspora and the Jewish homeland, and the relationship between the Jewish diaspora and the Jewish homeland.

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Personal & Professional

When last we wrote about Randy Olson, an adventuresome marine biologist at the University of New Hampshire, he had won an award for a film called "Lobsters" and was at work on a music video about barnacles.

That was almost a year ago (*The Chronicle*, July 17, 1991). Last month, the since-completed "Barnacles Tell No Lies," a five-minute video that provides entertaining lyrics and little-known facts about the tiny crustaceans, won the same award at the New England Film and Video Festival.

Mr. Olson has made it his business to popularize marine biology and give science a broader appeal.

That's in addition to his work on marine invertebrates and deep-sea dives around the world. He reports that several universities are using the video in science classes.

When she became dean of humanities at the University of Arizona, Annette Kolodny said she would stay only five years. So it probably came as no surprise when the controversial dean announced recently that the 1992-93 academic year, her fifth as dean, would be her last. Afterward she will teach comparative cultural and literary studies of Arizona.

Faculty critics who have accused the dean of being dictatorial had hoped she would step down sooner. Last fall, a faculty-governance panel that considered a professor's grievance against Ms. Kolodny and three other administrators issued a report that called for the dean's resignation.

It concluded that while there was no evidence of misconduct on Ms. Kolodny's part, she was "obsessed" with secrecy and "not skillful" as a dean. Replacing her "would probably serve the larger interests of the University," the 24-page report said.

The grievance was filed by a Hispanic professor. She said Ms. Kolodny had interfered with her promotion file by suggesting that the professor had tried to influence two scholars who wrote evaluations for the file. Arizona's president, Manuel Pechoco, did not agree with the report's conclusions about Ms. Kolodny, but agreed to transfer the professor, who was eventually promoted, to a different faculty unit. The affirmative-action office found no basis for a discrimination complaint filed by the professor.

The faculty report was written by five professors from outside the humanities. Ms. Kolodny, who has been the target of complaints from humanities professors since she took the job, dismissed the report's criticism, saying it had been influenced by a small group of critics. She said she had operated in a "very open" environment and accomplished most of her goals, including hiring more minority professors and making the curriculum more multicultural.



Barbara R. Bergmann, the association's outgoing president. "My idea is that the AAUP needs to be more in the public eye."



Linda Ray Pratt, the newly elected president. "We have more harmony than I've seen in a long time."

Controversial Leader of AAUP Sees Meeting as Symbol of Group's Potential for More Vigor and Usefulness

In an association of both the tweedy and the trendy, many members say a new spirit is developing

By COURTNEY LEATHERMAN

WASHINGTON The annual meeting of the American Association of University Professors can be counted on to attract a feisty bunch of professors and a variety of agendas.

Some come to discuss collective bargaining. Some come to hold up their badges and vote to censure colleges accused of academic-freedom violations. And some come primarily to bicker.

They come from institutions as varied as their personal styles and professional interests. Economists gather alongside English professors. Some are tweedy and bespectacled, others prefer Birkenstocks.

Some have been coming for more than 20 years. For other professors, this conference was their first—good news for an organization whose membership had, until last year, been slipping for more than a decade.

Praise and Criticism for President

This year's annual meeting, held here last week, was no different in some respects—it offered all of the above. But many of the nearly 300 conferencegoers thought it also reflected a new spirit that had begun to build in the AAUP.

In her opening speech, Barbara R. Bergmann, the group's outgoing president, said: "This program is symbolic of what I hope will be a more vigorous, entertaining, and useful organization."

Ms. Bergmann, an economics professor at American University, has been both praised and criticized for giving the associ-

ation what some have described as a kick in the pants during her two-year term. One of her top priorities was to get the association involved in debates over abuses in intercollegiate athletics. She has also pressed the AAUP to take up national debates on such issues as health insurance and federal financing for higher education. "My idea is that the AAUP needs to be more in the public eye," she said in an interview.

"Not everybody has been happy with that."

Her gruff style and some of her efforts have indeed been controversial. Her relations with staff members and association leaders have been described as tense. She has been called undiplomatic, and she in turn has called the AAUP's staff ungrateful. Ms. Bergmann even suggested that

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AAUP Censures 5 College Administrations and Removes 5 From Academic's Blacklist

WASHINGTON The American Association of University Professors voted last week to censure the administrations of five colleges for what it said were breaches of faculty rights.

The association voted to remove just as many colleges from academic's blacklist, leaving the number at 48 after its 78th annual meeting here.

Added to the censure list were Chowan, Dean Junior, and Wesley Colleges, Loma Linda University, and the New Community College of Baltimore.

AAUP officials did not ask members to censure King's College of New York, noting that it had taken steps to correct the problems that led to an AAUP investigation, despite severe financial problems.

The AAUP's censure votes prompted little discussion this year—a change from past annual meetings. When, after one censure vote, the "ayes" sounded more like a

bored drone than an enthusiastic vote for justice in the academy, Robert A. Gornes, a law professor at the University of Pennsylvania and the head of Committee A, told the audience: "Your energy level is noticeably waning."

Investigations by Committee A

Typically, after the association's Committee A on Academic Freedom and Tenure investigates cases of alleged violations of faculty rights, the AAUP publishes the committee's reports in its magazine, *Academe*. At the annual meeting, a synopsis of the report is read and the committee recommends whether members should censure the institution. This year, some professors grumbled that they had not yet received this month's issue of the magazine, which includes all the reports. "It's take seriously our responsibility for building a

Continued on Page A18

Death of a Campus

By Carolyn J. Mooney

WASECA, MINN.

The politically impossible is about to become a reality in this rural community of 8,500: A public-university campus is closing down, a casualty of a new era of fiscal restraint in higher education.

The University of Minnesota at Waseca, a two-year institution offering mainly agricultural programs, held its final commencement this month. It will shut its doors at the end of the summer.

"There were a lot of people who never thought the university would go through with this," says Robert Krumwiede, director of a student-assistance center set up for the campus's final academic year.

Talk of a Prison

Only recently have the address and bitterness that many here feel given way to more pressing concerns. Students are scrambling to complete their degrees. Professors, food-service workers, and even the acting chancellor are looking for new jobs, switching ca-



Nils Hasselmo, president of the U. of Minnesota system, grew up in a rural part of Sweden where the nearest high school was 20 miles away. His heart, he says, was against closing the Waseca campus, "but my mind still told me it was needed."

reers, or preparing to move. And the whole town is abuzz over talk about converting the campus's beige brick buildings into a federal prison.

Before the fall of 1990, Waseca's future seemed insured. Although several colleges close or merge each year, public-campus closings are much rarer. A proposal to close a public campus—and there have been a number of them in various states in recent years—guarantees

a fight from local legislators, angry protests from students and professors, and an intense lobbying campaign by community and business leaders who depend on the campus for income, prestige, and graduates.

1973 Effort Failed

In the end, local interests almost always prevail, and the closing plan is scrapped. That's what happened here in 1973, when a move by several leg-

islators to shut the Waseca campus failed.

But not this time. In October 1990, against the backdrop of a university-wide budget cut, Nils Hasselmo, president of the five-campus system, shocked the community when, in a speech here, he publicly questioned Waseca's viability. He cited its low enrollment and graduation rates, its high cost per student, its focus on programs he said were duplicated elsewhere in the region, and questions about whether two-year education belonged in the system.

A campus panel asked to examine ways to make Waseca more cost-effective completed its report in late December 1990.

On January 10, 1991, Mr. Hasselmo returned with his verdict: He told an angry crowd that spilled out of the auditorium that he planned to ask the Board of Regents to close the campus. Mr. Hasselmo, who grew up in a rural part of Sweden where the nearest high school was 20 miles away, would say later that his heart was against the closing "but my mind still told me it was needed."

Reallocation \$60-Million

"Closing programs is always the most difficult part," he says now. "The decision was 100 per cent financial."

The closing was just one element of a comprehensive plan to reallocate \$60-million of the university's budget by shifting priorities, cutting and consolidating academic programs, and streamlining operations. Eventually the closing is expected to save the system about \$3.4-million a year, but the initial savings will be smaller because of severance packages and salaries for as many

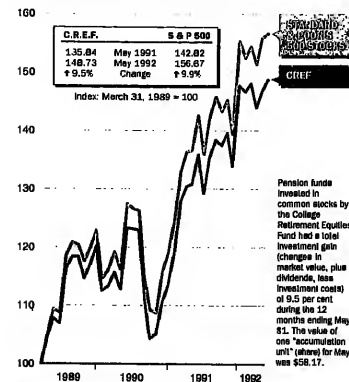
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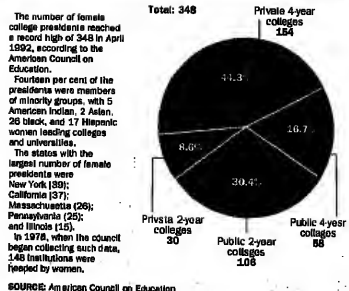
James L. Gibson, an associate professor of agricultural production who became a vocal opponent of the closing. "We did not do a very good job of institutional research to show the public what we were doing."

Trends and Indicators

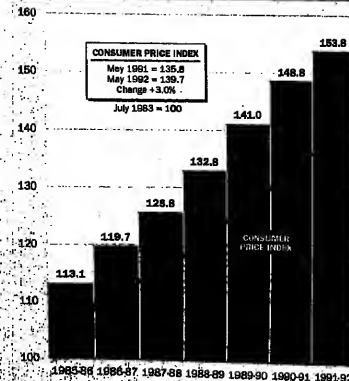
Pension Money in the Stock Market



Female College Presidents



Faculty Pay and the Cost of Living



A Campus Dies in Rural Minnesota as the State University Faces Reality

Continued From Preceding Page
 as 23 tenured employees who live elected to relocate in the system.

In March, the board gave its blessing to the plan. Since then, the closing has taken on a symbolic importance. Perhaps more than anything else, it is a symbol of a new, more prudent era in higher education, an era shaped by tight financial lines and the growing realization that universities cannot afford to be all things to all people.

Critics of the closing say it is also a symbol of the neglect of rural areas, and of the state's failure to coordinate its higher-education programs adequately. They accuse Mr. Hasselmo of sacrificing the rural campus to save what amounts to slightly more than 1 percent of the state-financed portion of the university's budget.

The logistical and human dimensions of the closing, meanwhile, have led to an entirely different set of tensions. The campus has spent the past year wrestling with issues ranging from the appropriate treatment of terminated employees to the future use of its facilities.

The early 1970's saw a number of public-campus closings, as some states consolidated branch campuses or shut down two-year teachers' colleges. In the last 15 years, though, only four public institutions have closed, according to data collected annually by the Education Department.

Whether the latest economic crunch will lead to additional public-campus closings remains to be seen. C. Peter Magrath, president of the National Association of State Universities and Land-Grant Colleges and a former president in Minnesota, said he thought most institutions would continue to eliminate individual programs, as many have been doing, rather than entire campuses.

If other institutions do decide to follow Minnesota's lead, Waseca is sure to become a case study on closing a campus. Some professors and administrators here are already using it as the subject of scholarly articles.

"I hope people can learn from this," says Richard B. Heydinger, the university system's vice-president for external relations. He adds: "I think we did it right."

Opened in 1971

The Waseca campus opened on September 27, 1971, on the site of a former agricultural high school. Its aim was to provide students from rural areas with two-year degrees in applied agricultural sciences, something they couldn't get at most state technical schools or four-year institutions. Known for its hands-on experience, Waseca had its own livestock pens and greenhouses, and required students to take jobs in their major.

Before the closing was announced, Waseca enrolled about 1,100 students, of whom two-thirds were enrolled full time. About 500 lived on the campus.

In the campus's view, Waseca had been carrying out its mission right up until that January

day when Mr. Hasselmo came to town with the bad news. Professors often make the point that Waseca graduates received three or four job offers each. They had come from rural areas and returned to them after they graduated.

As most people here saw it, why ruin a good thing? Many observers speculated that officials of the system wanted to close Waseca to show legislators they could make tough choices and perhaps inspire other higher-education systems in the state to follow suit. (One administrator, who thinks the system had already decided to close Waseca when it convened the panel to study future options, drily calls the panel's report "an extra-credit assignment.")

Years of Tension

Others suggest that years of tension between staff members and administrators branded the campus as a troubled place, making it easier to close in a budget crisis. James L. Gibson, an associate professor of agricultural production here, has another theory: "We did not do a very good job of institutional research to show the public what we were doing." He became one of the most vocal opponents of the closing, compiling statistics and fact sheets documenting the campus's success.

From Mr. Hasselmo's standpoint, success had come at too high a price. The system calculated Waseca's average cost per student in 1990-91 at \$9,464, compared with

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\$5,657 for lower-division students throughout the system. In the weeks that followed Mr. Hasselmo's announcement, students and professors, community leaders, local legislators, and others put up a fight. Mike Hanson, president of the First National Bank of Waseca, recalls the "Waseca" campaign: "Oh, man, we had rallies. We had busloads to state capital. We hired a lobbyist."

Glowing Survey Results

Campus supporters surveyed alumni and area businesses as hounded state officials with pages of glowing survey results. Their counteroffensive included arguments that Waseca's institutional costs and enrollment stood up much better than those of other agricultural programs.

Most important, they argued Waseca's programs were special. While a student could study, say, agronomy in a non-degree program at a technical college, the focus would be far narrower. The some technical colleges have also expressed an interest in some of Waseca's programs only if forced that way.

Among the students who said was Brent Banks of Redford, Minn., a community of 1,500 people. "I wanted to come here because it's in a small town," he says. "I don't think many kids will go racing to the big city. I think a lot will just stay home." In the end, a legislative decision to the closing never materialized. The board's decision stood.

LeRoy Stumpf, chairman of the higher-education division of Minnesota's Senate Finance Committee, thinks most legislators expected the system's longer goals. "The university was making

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some tough decisions," he says. "They tackled some big problems—downsizing, eliminating remedial courses, trying to upgrade."

The university and the campus would next tackle the myriad details associated with the closing.

First came the students. Serving those who needed to complete their degrees was Waseca's top priority, says money Williamson, the senior director of human relations here who was named acting chancellor for the final year. Mr. Krumpal's office was set up to help.

Next came Waseca's 150 employees. A transition center was set up to help faculty and staff members find jobs, retrain, update their resumes, or simply talk about the pressures they were facing. Funds were set up to help pay for job retraining, tuition, and travel.

The campus's 30 tenured professors—and three administrators who also hold tenure—had the option of taking jobs at other campuses in the system or a buyout equal to two years' salary. At last count,

10 professors had taken buyouts, which take effect this summer.

Mr. Hasselmo says the university decided to protect tenure for academic-freedom reasons. But other observers have wondered whether that thinking will continue, as more universities trim programs for financial reasons. "They note that there is a fine line separating academic freedom—the principle on which tenure was founded—and job security."

Non-tenured employees, including several tenure-track professors who won't receive tenure, were offered a less lucrative buyout that gave them two weeks' pay for each year worked—and a minimum of 13 weeks' pay. Most staff members who accepted had to leave last summer. To insure that there would be a core group of employees for the final year, a decision was made that led to widespread bitterness: Sixteen people could stay and take the buyout.

'Common-Sense Management'

Ms. Wilhelmson regrets that the 16 quickly became known by their peers as "essential" employees. During the turmoil, she often turned to James A. Autry's book *Love and Profit: The Art of Caring Leadership* for advice and justification. Particularly helpful, she says, was a chapter on "common-sense management" that includes the principle, "Every person is intrinsically worthwhile." The corollary states: "No everybody's function in the workplace has equal worth to the common enterprise."

"This, however, has nothing to do with the worth of people," Ms. Wilhelmson says she is satisfied with the closing process. "Even though there have been morale

problems, the measure is, the students were served." She adds: "The university has treated us very fairly. They could have said, 'I'm sorry, you're done, you're out the door, but they didn't.'"

Many faculty and staff members here grudgingly agree. Ironically, for some professors the closing has opened up doors and led to career advances that many would not otherwise have sought.

David McCarthy, who teaches agricultural mechanization and is still "very angry" over the closing, will join the Duluth campus's teacher-education program next fall. In the meantime he has had to look for a new home, sell his old car, decide what to do with the hundreds of books in his office, and take evening courses to bone up on

his new field. His professional vocabulary now includes terms like "outcome-based education" and "gender fairness."

Byron Harrison, head of the agricultural-industry program, took the buyout. He'll work for a publication devoted to horse breeding.

Martin N. Maca, an unmet landscape-technology instructor who moved here with his family only months before the closing was announced, landed a good job at South Dakota State University.

Kathleen Flisch, manager of food operations, hasn't been as lucky. With the transition center's help she has polished her resume, but has not yet found a job. She chose to work the final year rather than take the buyout because she would earn more that way. Later

she will be eligible for unemployment compensation.

The final logistical consideration has been the future of the 84-acre campus. Some equipment and books will travel with professors who go elsewhere in the system, and some will be sold. A state panel decided that the facilities would best be used as a regional education center, a business site, or a prison.

Fourth-Biggest Employer

With no money for the first option and no offers on the second, federal and local authorities began exploring the possibility of converting the campus into a minimum-security penal facility. Although some here blame the university, it is not involved in the

discussions and is eager to turn the campus over to the city or state. Perhaps not surprising for a community where the campus is the fourth-highest employer, the prison idea has generated local interest. "We'd be remiss not to look at it," says Mr. Halvorson, the bank president, who estimates that the campus's local economic impact is about \$20-million a year.

To Mr. McCarthy, the professor moving to Duluth, a prison would be a fitting last act to what he regards as a tragic epic. He shakes his head and repeats a question he has already asked several times in the same conversation. "What are we saying when we take an educational institution and make it into a prison? We're saying something about our society."

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Advertisement

The Learning Society: In Praise of Automaticity

By Bernard R. Gifford, Ph.D.
Apple Computer, Inc.

"Six times seven... That's forty-two."

It was only a split-second delay—The kind that shouldn't matter, unless you're an Olympic speed skater or a pocket scientist. Or a fifth-grade math student.

"They need to have those facts down cold," I found myself thinking as I listened to my son and his friends doing their homework. They're very good math students. And yes, they can multiply. They come up with the right answers every time—or just about. But as I watched them sitting at our kitchen table working out problems, I couldn't help feeling that certain kinds of information should be absolutely automatic. I wanted them to have those facts at their fingertips.

What they need, I said to myself, is more drill and practice. And then I took a quick glance around the room, to assure myself that no one had overheard that thought.

I hope you'll sympathize with my dilemma. I don't think of myself as a drill-militant educator. I have little patience with the end-of-chapter exercises that require endless repetition of facts, long after they've been mastered.

And as a specialist in educational technologies, I've taken great pains to dissociate myself from the use of computer applications that asynchronize students with repetitive, deadening drill, just as I've repudiated the use of computers for mind-numbing entertainment.

The applications I've championed exploit the computer as a knowledge construction and communication tool, rather than a computational tool. I love multimedia projects that challenge kids to express their ideas and capture their experience in a variety of formats. I strongly support telecommunications projects that inspire young people to cross linguistic and cultural boundaries to explore differences and find common ground. I'm wildly enthusiastic about computer simulations that call for collaborative decision making, and in the process spur students to debate and defend a position.

I'm certainly not alone. Today most teachers want to intensify efforts to develop students' higher-order thinking skills and to promote cooperative problem solving. And so, understandably, we have de-emphasized drill and practice.

But I sometimes wonder whether we've gone too far in the other direction. We may be too quick to criticize those who insist that students fully control basic knowledge structures before moving on to more abstract considerations. We may not be taking seriously enough our responsibility to ensure that our students acquire the core set of cognitive skills and the basic knowledge they need for doing serious work in any field.

If I have any doubts about this as a teacher, I have none as a parent. I want my children to experience the confidence that comes with mastering basic skills to the point of automaticity—that is, to the point where they can use them without hesitation.

I'm not talking just about math. When studying language, students need to know how to conjugate verbs and decline nouns, and they need to have those structures on the tips of their tongues. In social studies, students need to know chronology and geography, so that the important "where" and "when" of history become second nature.

This kind of familiarization requires repetition, constant application, timely feedback, and reinforcement. It's hard work, and it often entails a certain amount of drudgery—for the student and for the teacher. Most of us teachers admit readily enough, over lunch or in the corridor, that we can't wait to get past the basics so we can really get into the substance of our curriculum. When I taught general physics, we were pretty far into the semester before the core knowledge base was in place, so that we could begin to link physical principles and carry on lively conversations about what happened when we did.

It seems to me that in many instances, the computer can do a better job than teachers at engaging students in the kind of exercises that promote automaticity, thus laying the groundwork for other types of learning. It seems to me that between dreary drill and mindless entertainment lies a broad landscape in which we can involve students in captivating games that pique curiosity, engage fantasy, and make learning fun.

In 1980, Thomas W. Malone published his classic study, "What Makes Things Fun to Learn? A Study of Intrinsically Motivating Computer Games" (Palo Alto Research Center). Malone's basic findings still make sense to me.

Malone demonstrated a critical correspondence between the features that make an environment fun and those that make it educational. The key is individual adaptability. Effective programs monitor and match individuals' skill levels, introducing tougher challenges as students master the material. They offer clear performance standards and concrete feedback about students' success in meeting them. And finally, they present a range of qualitatively different challenges, so students can obtain increasingly complex information about themselves.

A dozen years ago, Malone couldn't have known that these motivating characteristics will be commonplace in the 1990s, thanks to advances in object-oriented programming, and coursework authoring systems, and networked multimedia. Today we have marvelous tools for making basic facts second nature. Tomorrow's tools will be even more effective.



Professors at AAUP Meeting See New Spirit Developing

Continued From Page A12

some changes needed to be made in the 40-member staff, even though the AAUP, to show its support for the tenure system, grants tenure to some of its employees.

Professors who have criticized the AAUP's shift in focus believe that an organization that presents itself as the primary voice of the professoriate and the main defender of academic freedom should stick to its mission. Those critics worry that the AAUP is spreading itself too thin by focusing on too many issues and, as a result, neglecting its primary purpose.

Others here this year were in favor of breaking new ground. They noted that the AAUP would undergo a self-study—the first in at least 10 years—beginning in the fall.

The AAUP's members also adopted statements endorsing plans for national health insurance and for more public financing for higher education, partly through increased taxation. Many said national health insurance had become a big issue for professors, some of whom have seen their benefits cut and their salaries frozen in the past few years.

Association members also adopted a policy that encourages universities to make personnel files available to professors. The call for greater openness is a change for the association, which set off a firestorm in its ranks a few years ago when it filed a friend-of-the-court brief in a Supreme Court case. In the case, *University of Pennsylvania v. EEOC*, the AAUP argued that peer-review documents should be kept confidential. Many of the association's female and minority members criticized that position, which they said could lead to discrimination in the tenure and promotion process.

Ms. Bergmann had to wait until after the meeting to accomplish one item on her agenda. Members couldn't reach a consensus on a statement condemning federal restrictions on research involving fetal tissue and the French abortion pill, RU-486. An executive body of the AAUP approved the statement after the meeting ended.

Despite what one professor called the "evolution" of the association, some here criticized what they said were age-old problems at the AAUP. It has often been accused of acting too slowly—on everything from investigating charges of academic freedom violations to issuing broad policy statements.

Premature Action
Take the furor over "political correctness." A year after the debate first hit campuses, the association issued a statement questioning the motives of those who were fueling the controversy. The AAUP was promptly criticized by members who said it had acted prematurely by issuing a statement that the full membership had not agreed to.

Jim Wilde, meanwhile, a former professor at Lees College who was attending his first meeting, had a different complaint. He was frustrated by the length of time it took the AAUP to investigate his institution. Mr. Wilde, who was

fired from the college just months, was sent to the meeting by the community-college's chapter and town residents. He said that many in his Kentucky community had hoped the AAUP would be a "white knight" and rescue the college from what some saw as an unimpressive administration. Instead, the AAUP began its investigation just last month—too late for this annual meeting to take any action.

Linda Ryn Pratt, an English professor at the University of Nebraska at Lincoln and the association's newly elected president, said that despite pockets of tension, "we have more harmony than I've seen in a long time." She believes a more aggressive AAUP can bolster its membership, now about 42,000. Wells Keadie, an associate professor of labor studies at Rutgers University who has regularly attended annual meetings since 1979, agreed. A former member of the United Auto Workers, he believes Ms. Pratt can unite the AAUP on collective-bargaining issues.

Mr. Keadie, wearing his usual faded Levi's and a turtleneck-inflated belt buckle and watchband, can usually be spotted speaking out on other issues at the meeting. He found little to object to at this year's conference—a change for him, he acknowledged. (He was so pleased with the AAUP's joint-union stance in 1989 that he quit for a few years.) "I'm delighted with this organization right now," he said. "We're on the verge of some really significant changes."

Trips to the Mike

Then again, some things never change. Henry J. Frank, an emeritus professor at Rider College, is also a fixture at the annual meeting. Mr. Frank has been a member since 1948. He is famous for his trips to

AAUP Votes to Blacklist 5 Colleges

Continued From Page A12

case for "blacklisting," said Tom McDonald, a history professor at Fairleigh Dickinson University. "Committee A is saying 'Trust us,' much as administrators do, but censure is a serious matter."

There was no discussion on the vote to censure Wesley. After the AAUP investigated, Wesley paid cash settlements to six professors who had been dismissed. But the college has not changed the policies that the AAUP said were problematic. As such, Mr. Gorman said the committee cannot conclude that all aspects of the case have been resolved.

Colleges Defend Actions

After delaying a vote last year, the AAUP censured Dean Ford for violating the rights of three professors who were fired. The association also imposed censure on Chown, Loma Linda, and the New Community College of Baltimore for violating the rights of professors who were fired. All of the censured administrators had previously defended their policies and their actions. (For more details on the cases, see *The Chronicle*, June 10.)

The decision to lift censure at the microphone to object to a simply make a speech.

This year, Mr. Frank, wearing phid summer-weight khaki, criticized the association for its inaction on higher-education financing. He said it went beyond a handful of the association's situation. "The statements we make to the AAUP should have some relationship to the principles we endorse," he said. "This is a statement of university professors. It reads like a document of first economists."

In the past, Mr. Frank has argued against other association stances, like its endorsement of the Equal Rights Amendment. Besides, he says, "are so far from the particular purpose of protecting the professoriate and saving academic freedom preserved."

Waiting in the Wings?

He lost his argument this year, too. But Mr. Frank is used to it. He said he was almost cheerful about it. "When I come to find another curriculum," he said.

His successor may be waiting the wings.

As the association was debating a statement objecting to federal restrictions on research, an uninvited academic raised a technical and theory issue: Was there a quorum present to insure the validity of the meeting?

The call for a quorum, which came at noon on the final day of the weekend conference, prompted impatient groans. Since only 2 delegates were present, the debate was postponed for a quorum, the debate was postponed.

The 78th annual meeting of the American Association of University Professors was adjourned.

one institution proved to be the most divisive of the day—requiring a show of membership badges rather than the usual voice vote.

The association voted to lift censure at the Colorado School of Mines, the University of Northern Colorado, and Sonoma State, Morgan State, and Temple Universities. Mr. Gorman called the event at each "a cause for celebration."

Policy on "Retirement"

His comments failed to persuade everyone. Temple was censured in 1985 after the AAUP found it had wrongfully terminated four tenured professors to reduce the university's size. Recently, Temple adopted a new policy on "retirement" and has negotiated with the professors to settle the case.

A professor who served on the team that first investigated Temple said the university had initially offered to reinstate one fired professor, but as an assistant professor, although she had held the rank of associate professor. Many here took issue with what they said appeared to be a bogus offer by Temple. But, in the end, members voted to lift the censure.

—COURTNEY LEATHERMAN

Personal & Professional

Information Technology

AgSat Helps Colleges Extend Their Reach

Nationwide system enables land-grants to broaden curricula without high cost



Jack McBride (left), of the Agricultural Satellite Network, with Randall G. Bretz. "AgSat was a natural" for a land-grant institution like the U. of Nebraska.

The traditional academic reward system is blocking the development of computer technology for college classrooms, says the head of higher-education marketing for the International Business Machines Corporation.

"Although we're seeing an emerging interest in technology for teaching and learning, we're not using new technology in the classroom," Larry McKinney, director of IBM's Academic Information Systems, said at a computing conference in San Diego this month. "Faculty who have not reached tenure have to publish journal articles. Credit for developing technology to enhance the curriculum is not an grant factor in the reward system."

Mr. McKinney added, "It's a case where a non-technology matter inhibits developing technology."

Academics who want to see how administrators and faculty members at the University of California at Los Angeles use computers can sign up for a briefing at the Academic Technology Center.

The new center is a joint venture of the university and IBM. It is modeled on the Institute for Academic Technology, which the company established in 1989 with the University of North Carolina at Chapel Hill.

Although it won't open officially until fall, the Academic Technology Center has scheduled a series of one-day conferences in July, August, and September on such topics as the campus network, computer infrastructure, library systems, scientific visualization, and supercomputing.

For more information, contact Christopher Bernbrock, resident project coordinator, IBM, 2225 Colorado Avenue, Santa Monica, CA, 90404; (310) 447-4046; CATEWC@MVS.OAC.UCLA.EDU.

LINCOLN, NEA.

In a classroom at the University of Nebraska at Lincoln this past spring, James Kendrick gave a course in agricultural marketing to 120 undergraduates. Simultaneously, in a classroom at Clemson University in South Carolina, 300 students took the course on television and talked with the professor over a toll-free telephone line. At least 200 farmers and businessmen audited the course from homes and offices and extension centers in rural areas around the country.

Mr. Kendrick's course was broadcast on the Agricultural Satellite Network, a national educational telecommunications system for land-grant universities. Seven institutions put courses on the network this

spring—in agricultural sales, food science, solid-waste management, and related subjects. Twenty-seven institutions received those courses by satellite and offered them to their students for credit.

Education for Remote Areas

The telecommunications system, called AgSat for short, was created so colleges of agriculture at land-grant universities could expand their curricula without spending a lot of money. Since no university can offer courses in every subject, the network enables an institution with a specialty, such as agricultural law or ethics, to share its expertise.

The network also makes it easier and less expensive for the institutions to pro-

vide education in remote areas—always part of the land-grant mission.

"Because you're sharing nationwide, AgSat means you're getting more for your dollars. If one university offers a course, another can take advantage of it for little money and make better use of the dollars available," says Randall G. Bretz, assistant director of the network, which has its headquarters at the university here.

Mr. Kendrick, a professor of agricultural economics, lauds AgSat as a cost-effective alternative to sending instructors to extension centers for seminars and short courses.

"I've done extension programming in marketing for years," he says. "I get in my

Continued on Following Page

Library of Congress Offers Computer Access to Once-Secret Soviet Documents

By DAVID L. WILSON

By using computer networks, distant scholars can now study parts of an exhibit of once-secret Soviet documents that are on display at the Library of Congress. No other library has ever offered direct electronic access to such an exhibit, observers say.

Robert A. Dierker, senior adviser for multimedia activities at the Library of Congress, said: "This is going to revolutionize the way libraries and museums present exhibits."

"Revelations From the Russian Archives" offers scholars, researchers, and historians an unprecedented look behind the scenes of the Soviet Union, from its birth in the October Revolution of 1917 to the abortive push in August of last year.

Background Material Included

Computer users will be able to peruse English translations of the 25 most significant documents, out of the 300 contained in the exhibit, together with background information that puts the papers in perspective.

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James H. Billington, the Librarian of Congress: "The use of electronic services will make these documents available to 20 million people in 72 countries."

Government & Politics

Final Draft of Higher-Education Bill Draws Veto Threat Over Student Loans



In rejecting previous Administration warnings about pending higher-education legislation, a House-Senate conference committee drew another veto threat.

Opposition from liberal academics may be delaying consideration of the President's eight nominees to the advisory council of the National Endowment for the Humanities. The Senate Committee on Labor and Human Resources, the committee that will review the nominations, met last week for the first time in three months, but consideration of the nominees was not part of the agenda.

President Bush made the nominations in April. Teachers for a Democratic Culture, a group that supports multiculturalism, feminism, and diversity in the curriculum, contends that Lynne V. Cheney, the chairman of the endowment, is packing the next council with opponents of those trends.

A Senate aide said that all the Democrats on the committee had been contacted by representatives of the group and that "these contacts have given them reason to think more carefully about the nominations."

However, another aide, from Sen. Brock Adams's office, said the delay didn't necessarily mean that any of the nominations were in trouble. "There's a lot of reading on these folks; they all have long bibliographies. And frankly, some other people have sent us other things, like recommendations or non-recommendations that we feel we must review," the aide said.

Charles E. M. Kolb, deputy assistant to President Bush for domestic policy, called last week for higher standards in higher education and suggested that student aid be tied to academic achievement.

"If you don't expect more, you won't get more," Mr. Kolb said at a symposium sponsored by the National Commission on Responsibilities for Financing Postsecondary Education. He said policy makers had focused too much on the costs of higher education and not enough on quality.

On the subject of paying for higher education, the intended topic of the discussion, Mr. Kolb said government student-aid programs "have grown unnecessarily convoluted and complex."

Mr. Kolb then returned to the question he stressed throughout his speech: "Access to what?" Mr. Kolb said the focus on financial issues would hurt students, educational institutions, and the nation in the long run. He also warned that American colleges might cease to attract as many foreign students as they have in the past as a result of deteriorating standards of education and competition from nations like Japan, which have stepped up efforts to draw students from abroad.

Colleges should recognize their self-interest in improving their quality, he said. "If you don't do it, you're going to be hurting yourselves."

Education Secretary says legislation is 'destroyed'

By THOMAS J. DELAUGHRY
WASHINGTON

Lawmakers last week drafted final legislation to reauthorize the Higher Education Act. The Bush Administration promptly vowed to veto the measure.

The legislation would govern federal student aid, assistance for black colleges, teacher-education measures, and a variety of other college programs for five years.

Members of a House-Senate conference committee virtually guaranteed the veto threat when they ignored objections from President Bush and Republican lawmakers and voted to expand a direct-loan program that the White House had opposed. The plan would end federally guaranteed bank loans to students at 500 colleges and trade schools in favor of direct federal loans.

Supporters Are Confident

Congressional aides said they expected the Senate to vote on the compromise before July 4. They said the House of Representatives probably would approve the bill and send it to the White House before Congress adjourns July 11 for the Democratic National Convention. The current higher-education law expires September 30.

Democrats were confident last week that the bill would be approved, given the overwhelming support that two separate reauthorization bills attracted earlier this year. The House bill passed by a vote of 365 to 3, and the Senate vote was 93 to 1.

It was unclear whether President Bush could nullify enough support from Republicans to sustain a veto.

In addition to the direct-loan program, the mammoth higher-education bill would:

What the Compromise Legislation Would Do

- All students would be eligible for Stafford Student Loans, but the government would pay the in-college interest only for the neediest.
- Students would be allowed to borrow more under the Stafford program and the Supplemental Loans for Students program.
- Parents would be allowed to borrow as much money as they need for their child's college expenses under the Parent Loans for Undergraduate Students program.
- The equity a family owns in its home or farm would no longer be considered when calculating their eligibility for aid.
- All aid applicants would be required to file a free application for federal aid, and institutions would be permitted to require a second form for institutional aid.
- Students at 500 colleges and trade schools would receive federal loans through their institutions rather than from banks.
- Colleges and trade schools with student-loan default rates above 25 per cent for three consecutive years would be made ineligible for student loans, but not for Pell Grants.
- A new program would be established to provide states with funds for "early intervention" projects that prepare schoolchildren for college.
- A position of special liaison for community and junior colleges would be created in the Department of Education.

■ Establish a student-loan program for all students, regardless of need.

■ Raise borrowing limits on Stafford Student Loans, Supplemental Loans for Students, and Parent Loans for Undergraduate Students.

■ Authorize lawmakers to increase the maximum Pell Grant from \$2,400 this year to \$3,700 for the 1993-94 academic year and to \$4,500 in 1997-98.

■ Allow students attending institutions with high student-loan default rates to remain eligible for Pell Grants.

President Bush's veto threat came in a statement from Education Secretary Lamar Alexander that arrived on Capitol Hill before the 44-member committee concluded its work. The Secretary said lawmakers had "destroyed" the bill by adding a loan program "that will create billions of dollars of new unlimited government debt."

Rep. William D. Ford, the Michigan Democrat who chairs the House Education and Labor Committee, reacted angrily to the statement. "I think it's one of the most irresponsible outbursts of petty childishness that I've ever seen in all my years on the committee," he said. Mr. Ford has been on the committee since 1965.

Bush Administration officials had said



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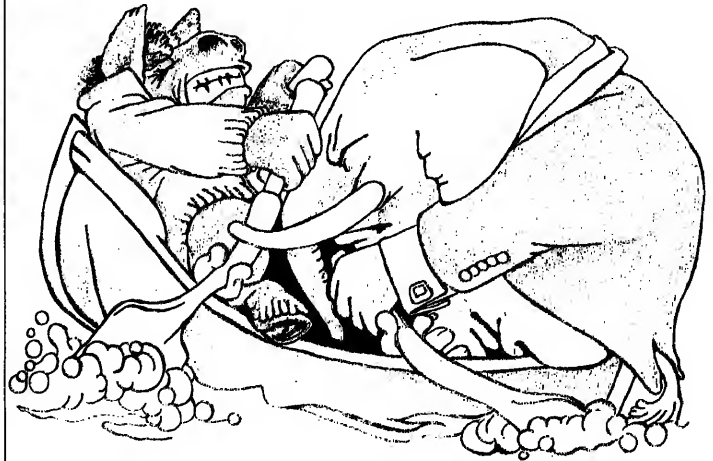
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Section 2

June 24, 1992



MAN-KARL WINE FOR THE CHRONICLE

A Government Divided Against Itself

By James L. Studdquist

POPULAR ESTEEM FOR Congress has hit a record low, the polls tell us. Popular approval of the President is at a low point, too. More than half of the voters tell pollsters that they would like the chance to vote for somebody other than the candidates the Presidential selection process has given us—witness the groundswell of public support for Ross Perot. Fewer voters than in previous years have bothered to vote in the Republican and Democratic primaries. Disillusionment, apathy, and cynicism dominate the public mood.

Why? Because it is clear to just about everyone that the government of the United States simply is not working. The budget deficit remains out of control. The national debt has reached \$4 trillion—four times what it was barely a decade ago. The economy is in the doldrums, with levels of unemployment that would not have been tolerated in the past. The country is not regaining its pre-eminence in the world economy. The poverty, squalor, and lack of opportunity for millions in our inner cities, now so vividly illuminated by the violence in Los Angeles, have been plainly visible all along, but have been ignored. More than 30 million people lack health insurance, and nobody has a national health plan that is going anywhere.

Individual voters, frustrated because they see no ready solution to falling and gridlocked government, look for scapegoats. They want to "throw the rascals out" of Congress and limit the terms of

their replacements, or they chase after so chimerical a source of salvation as Ross Perot.

But there is something all citizens can do—or, rather, stop doing—to help make the governmental system work. They can stop splitting their tickets in Presidential elections, putting one party in control of the executive branch and the opposing party in control of Congress.

Divided government is a new phenomenon in American political life. Until the mid-20th century, the norm was a government in which the President and the majorities in Congress were of the same political faith. Indeed, from 1884 to 1956, in 17 successive elections, not once did the voters force their newly chosen President to contend with an opposition majority in either chamber of the Congress.

But with the second election of President Eisenhower in 1956, the long era of unified party government gave way to the current era of divided government. Since 1956 the country has had Republican Presidents 68 per cent of the time; since 1968, 83 per cent of the time. During those years, the Democrats have controlled the House

col party was the indispensable instrument that brought together the institutions of government that the Founding Fathers had so carefully separated. In a variety of metaphors, the political party was extolled as the bridge across the constitutional chasm, the web that unites the separated branches, the tie that binds.

A corollary to the doctrine of party government was that of Presidential leadership: No government could be dynamic without a leader. And the logical point of leadership was the head of the governing party, the leader of the legislative as well as the executive branch.

BUT THE PARTY cannot be the tie that binds the branches unless it controls them both, nor can the President lead the entire government when the Senate or the House or both are controlled by the opposing party.

Political science needs a new theory to explain how the coalition government produced by split tickets can be made to work. In the last year or so, political scientists have been catching up with the realities of today's politics and at least half a dozen books dealing with the problems posed by divided government have appeared. No

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OPINION

Scholars Need New Theories to Analyze the Challenges of Divided Government

Continued From Preceding Page

consensus has emerged, but at least the right questions are being asked.

Does divided government create stalemate in the legislative process? Do policy differences between the branches lead to incoherence and breakdown in the administration of the laws? Does the conflict growing out of partisan division of government undermine public confidence in governmental institutions and their leaders? Does divided government destroy the accountability that is essential for democratic control of government by voters?

Not all political scientists now writing on the subject will agree, but to me the answers to all four questions are affirmative. The problems constitute a four-point indictment of divided government as a model for our third century of national life and argue for a return to the unified party government that prevailed through most of our history.

How does divided government affect the legislative process? For anything constructive to happen when government is divided, the Democrats who control the House and the Senate must reach agreement with the Republican President. Such agreement is always arduous and at times impossible. People divide into parties, after all, because they disagree in fundamental ways about what government should do, for whom, and how. The clash of opposing philosophies and program ideas—with the voters as arbiters—is what gives government its spirit and its meaning.

When the government is divided between the parties, that normal and healthy debate is transformed into conflict between the branches of government themselves. The President vetoes Congressional proposals; the Congress labels his recommendations "dead on arrival." It is at such times that the Congress is "stymied by relentless . . . maneuvering for short-term political advantage," as Democratic Sen. Timothy E. Wirth of Colorado put it when in "anger and frustration" he announced his retirement in April.

THE POLITICAL SCIENTISTS Allen Schick and Matthew McCubbins, among others, have convincingly blamed divided government for the decade-long impasse on fiscal policy that created the current \$400-billion deficit and \$4-trillion national debt. Republicans in full control of the government would have reduced the deficit by further cutting domestic spending. Democrats would have decreased it by raising taxes. With government divided, each party had the power to thwart the other's program but not enough to enact and carry out its own. The country got the spending without the taxes.

This year, each party had at least something of a program designed to speed the nation's recovery from recession. Reflecting the differences in party philosophies, programs, and sources of support, the Republican proposal featured the capital gains tax cut sought by the financial community, while the Democrats offered a tax cut designed to favor "the middle class. The President's program, and Congress's program, in turn, was killed by a Presidential veto. Either plan, presumably, might have been better than nothing at all.

Does divided government lead to inefficient administration? When government is

unified, the Congressional majorities are more willing to delegate to administrators the flexibility and discretion they require to execute the laws, because they are delegating power to an executive branch headed by their own party leader, the President. In a divided government, in contrast, delegations of authority go to administrators of the opposing political faith, who are intent on steering the course of government in their direction, rather than in the legislators'. Thus, the power to enforce laws written by the Democrats to protect the environment or consumers or workers' safety or opportunity for members of minority groups is in the hands of Republican officials who may be less than fully sympathetic to the Democratic policies.

Inevitably, legislators try to lighten their control of administration by withholding discretion and writing detailed prescriptions into law, often to the point of unworkability. Congressional staffs multiply for the purpose of supervising administration. Administrators, in turn, complain of meddling and "micromanagement," of being torn between conflicting directives from their White House and Capitol Hill supervisors, and of administrative paralysis.

"Political science needs a new theory to explain how the coalition government produced by split tickets can be made to work."



sia when the two branches cannot reconcile their preferences.

What does divided government do to public confidence? As the partisan debates turn into a feud between the branches, not only does Washington appear impotent to solve the nation's problems, but its affairs are conducted in an atmosphere of conflict and rancor. The President condemns Congress as being run by spendthrifts and wastrels, tainted with corruption. Legislators, in turn, denounce him as incompetent, lacking in vision and in compassion. In time, the evidence suggests, the people come to believe both sides.

Lastly, what is the impact of divided government on accountability to the public? Divided government lends itself to passing the buck and avoiding blame. In the days of unified party government, a President and his party won, for at least two years and usually for four, the power to carry out the policies for which they had received their mandate. At the end of four years, the party in power was accountable to the electorate. If it had satisfied the voters' expectations, it was returned to office. If it had failed, it was turned out and the opposing party given the reins of government. But now, when the government falls, the President bears the blame upon the Congress—as we can already see in this year's campaign—while the Democrats cry that the fault is his. How can the voters hold anybody responsible for the massive deficits and debt or the savings-and-loan debacle or the plight of cities like Los Angeles, when in fact nobody has been?

Divided government is caused, of

course, by voters' splitting the ticket. Scholars, like the political scientist Gary Jacobson, suggest that ticket splitting will continue because people use different criteria in selecting among candidates for different offices: They look to Presidents to handle large national problems, such as foreign crises and economic policy, and they have greater trust for Republicans in those areas. They expect Congress to look after matters affecting local constituencies, and they find the Democrats more effective there. Some people have put it more crudely: The voters elect Democrats to Congress to enact spending programs, then put a Republican in the White House to make sure they won't have to pay for them.

Ticket splitting could be prohibited only by constitutional amendment. Voters could be required to select among party "team tickets" that included their candidates not just for President and Vice-President, but also for the Senate and the House of Representatives. Clearly, no such amendment would ever be considered by Congress, for what legislator would want to risk being dragged to defeat by an unpopular Presidential candidate? Nor would the public at large ever consent to such a limitation on its freedom of choice.

The Committee on the Constitutional System, made up of former Congressmen, high executive-branch officials, and other elder statesmen, has recommended that

each state give its voters the option of voting a straight ticket by making a single mark on the ballot or by pulling a single lever on the voting machine. But some states already do so, and the proportion of ticket splitters is not significantly reduced.

Lloyd Cutler, co-chairman of the committee, has advocated sequential elections, with the Congressional choices to be made two or three weeks after the Presidential balloting. Knowing who would be inaugurated President, the voters might heed his or her plea to send to Congress a majority of the same party. But perhaps, because of their distrust of past leaders, they would react in opposite fashion, deliberately electing to Congress members of the opposing party to restrain the President.

In the absence of a constitutional amendment, scholars, policy makers, and in fact anyone who would like to see a more harmonious, cohesive, and hence more effective government (or at least exhort the voters: If you want George Bush as President and want him to succeed in his purposes, then give him a Republican Congress to support him. Or, if you prefer the policies and legislative potential of a Democratic Congress, give it a Democratic President who will lead it and sign its bills.

James L. Sundquist, senior fellow emeritus at the Brookings Institution, has just completed a revised edition of *Constitutional Reform and Effective Government* (Brookings, 1986), to be published this fall.

The Frustrations and Satisfactions of a Sabbatical

It may seem like a privilege, but it's no paid vacation

By Howard Good

I WAITED SEVEN LONG YEARS to go on sabbatical. Then, in one short semester, it was over. I might have taken a year's leave, but that would have meant half pay—and having the bank close on my house. So I took what I could afford, and what I could afford, my wife told me with charming candor, was one semester.

That is still more than people at other occupations ever get. I always knew that as a professor I led something of a privileged existence. But I don't think I really knew how privileged it was until I went on sabbatical while everyone else who expected a paycheck went off to work.

On the other hand, my sabbatical was hardly a paid vacation. I didn't travel to foreign parts, although quite a few of my colleagues and students assumed that I would.

My last semester on campus, the question I was asked most often—except for "Did we do anything in class today?"—was, "Where are you going on your sabbatical?"

"To my study," I would reply, trying to make it sound like a palazzo. Actually, my study is a small, upstairs room furnished with a metal file cabinet from my father's old office; a kidney-shaped, cherrywood desk from my wife's grandmother; a lottery bookcase from long-ago days in married-student housing; and corbeling from Sears. Laminated diplomas and framed posters hang on the walls, and overdue library books, mail folders, photocopies of journal articles, and flakes of pipe tobacco lie scattered on the floor.

The room has two windows, and a stinging maple grows outside one of them. When I am sitting at my desk and happen to raise my eyes from my computer, I see its darkly tangled branches. For a writer stuck for a word or an idea, this can be unsettling, like staring into the confusion of his own mind.

I describe my study in some detail because it was the center—and the top, bottom, and sides—of my world for four months.

Never before had I had so much uninterrupted time to write, and I was determined not to squander a moment. The result was that even when I was having trouble putting sentences together, I didn't shut down shop and take a walk to clear my head. I typically would remain in my study from 9 or 10 in the morning until midnight or later, coming out only to reheat my coffee in the microwave, find matches for my pipe, and eat dinner with people I vaguely recognized as my family.

WHICH BRINGS ME to the first lesson of my sabbatical: The more time you have to write, the more pressure you feel to produce something. A sabbatical isn't a chance to rest, but finally to work on a cherished project without classes, students, papers, and committees

OPINION



to distract and delay you. You sure don't want to blow it.

The second lesson of my sabbatical is ironic in light of the first. No matter how hard you work while on leave, you never accomplish as much as you intended. I had planned to write at least three chapters of a book on American film. I ended up writing two, and both need revision.

Since returning to the classroom I have

been greeted again and again by the question, "Finish your book?" I suppose those who ask it mean well, but I still want to strangle them—slowly. Finished my book? In four months? What am I, Superman, able to leap massive amounts of research in a single bound?

I wish I could. Then I wouldn't have to reply with apparent nonchalance that my book is nowhere near completed, all the

while secretly worrying that I might never complete it. Perhaps my brain will deflate or my motivation will dry up, or perhaps I simply will be too busy teaching three over-enrolled courses each semester to write the remaining chapters. The road to the classroom, as anyone who has observed faculty life knows, is paved with abandoned manuscripts.

And yet there is nothing like sitting in

front of a computer all day, every day, to make you look forward to standing in front of a class again. Thus the third lesson of my sabbatical: You get surprisingly nostalgic for the company of students once the initial shock of being on leave has worn off. Writing is lonely work. Full of false starts and obscure resistances, I realize now that teaching 10 hours a week provided a welcome break from my toil on previous books and probably even helped save my sanity. About a month into my sabbatical, I began to miss it—teaching, that is, not my sanity.

DESPITE the fact that my sabbatical had its ironies and frustrations, it was a good experience overall. When I write up the report on it that is required by my college, I can cite several important accomplishments: I drafted the opening chapters of a new book; I recovered some of my old enthusiasm for teaching; I bonded with my computer.

This should satisfy even the most tyrannical administrator . . . I hope. Pleasing administrators is important, because the current recession has made life on college campuses rather insecure, especially for faculty members. On my own campus during the past two years, we already have endured a "payroll lag" (which means, in plain English, that we had a week's salary withheld), a cutoff of employer contribu-

"Where are you going on your sabbatical?" they'd ask. "To my study," I'd reply, trying to make it sound like a palazzo."

tions to our pension fund (these have now been restored), and a severe limit on sabbaticals. Senior professors who asked for half-year leaves at full pay found their requests summarily denied.

For administrators looking at the bottom line, sabbaticals may seem like a luxury and therefore expendable in these tough times. But I would argue just the opposite—that sabbaticals are not necessarily and never more so than now, when faculty members are having their pay withheld, their departmental budgets slashed, the size of their classes increased, and their "political correctness" questioned. It would take a peculiar management style—peculiarly perverse—to cancel their sabbaticals, too.

THERE IS NO SURE WAY to destroy the morale of faculty members than to deprive them of sabbaticals. Without an occasional semester off for self-renewal, they cease to be productive scholars, interesting teachers, valued colleagues. They become tired and discouraged, and this even before marking the latest batch of papers.

A person needs a dream to survive the daily grind. I am too old to dream anymore of playing for the New York Mets or of becoming a rock 'n' roll legend or of finding Truth. Nowadays my dreams are smaller and simpler—for example, to go on another sabbatical seven years hence. Who knows? By then I might even be able to afford to take a whole year off.

Howard Good is associate professor of Journalism at the State University of New York College at New Paltz.

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Admissions: Coordinator of International Admissions. Hood College, a private comprehensive college for women, seeks a full-

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transcripts, curriculum vitae, and required materials to: Art History Search Committee, Fine Arts Department, 1000 University Center, West Virginia University, Morgantown, WV 26506. The search committee will accept applications from 1992, or until a qualified applicant is found. West Virginia University is an Affirmative Action, Equal Opportunity Employer.

UNIVERSITY OF BOTSWANA

Applications are invited for the following appointments:
ASSOCIATE PROFESSOR OF CHEMISTRY (TWO POSITS)
(Vacancy No. SC/102)

The appointees will be required to participate both in the teaching and research programmes of the Department. The Chemistry Department offers both combined master and single master BSc degrees. The Department offers BSc degrees in Analytical Chemistry and Natural Products Chemistry. Applicants should have at least a BSc degree but preferably a Ph.D. in Analytical Chemistry, although other qualifications will be considered. In addition, candidates should have at least eight years' university teaching experience and a proven record of research and publications. Work experience in a developing country will be an added advantage.

LECTURER IN BIOLOGY
(Vacancy No. SIB/192)
The successful candidate will be expected to teach the whole field of Invertebrate Zoology and should have a specialization in an area other than Entomology and Parasitology. Other responsibilities will include academic and design and teaching of all levels of first year combined and single master BSc Zoology courses. Enthusiasm to promote the subject at undergraduate and graduate levels and an active research programme will also be expected. Applicants should have at least an MSc but in all probability the successful candidate will have a Ph.D. and a proven record of research and publications.

LECTURER IN STATISTICS (TWO POSITIONS)
(Vacancy No. SS/ST/292)
Duties will include teaching one or more Diploma and Degree level courses in Mathematical and/or Applied Statistics and possibly courses in the Master's programme. The Department of Statistics will be a launching and participating in the academic and other activities of the Department. Applicants should have at least a Master's degree in Statistics, preferably with some experience of university teaching.

LECTURER IN MATHEMATICS
(Vacancy No. S/PSC/192)
The post involves teaching Mathematics to students who have completed O level and are being prepared for University studies in Mathematics and Science. The successful candidate will also be expected to teach in the department of computer science courses in the Faculty. Applicants should have at least a Master's degree in Mathematics, and should have taught Mathematics in a tertiary institution. Applicants should have at least a Master's degree in Statistics, preferably with some experience of university teaching.

LECTURER IN LIBRARY AND INFORMATION STUDIES
(Vacancy No. HLIS/192)
The successful candidate will be expected to participate in the teaching of the library and information studies programmes from Certificate to Postgraduate level. The candidate will be expected to participate in the following areas: Library Studies, Information Management, Information Technology, Library and Information Studies and Sources of Information in Africa. In addition, the candidate will be expected to carry out the normal research, publication and teaching functions associated with a university lecturer. Applicants should have at least a Master's degree in Library and Information Studies, and should have taught in a tertiary institution. Applicants should have at least a Master's degree in Library and Information Studies, and should have taught in a tertiary institution.

Assistant Professor of Economics
The Main College Management Studies Department is seeking applicants for the position of Assistant Professor of Economics to teach Principles of Macroeconomics and History of Thought. Applicants to teach Environmental Economics a plus. Ph.D. required.
Women and minorities are urged to apply. Please submit letters of recommendation by July 10, 1992. Candidates will be interviewed by the Main College Management Studies Department. Dr. John C. Kelly, Chair, Department of Management Studies, Main College, 1000 Main Street, New York, NY 10001.
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TENURE TRACK, FALL 1992

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DEPARTMENT OF
MANAGEMENT AND MARKETING

DEPARTMENT HEAD

Joseph M. Bryan School of
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The University of North Carolina
at Greensboro

The Head provides academic leadership for sixteen full-time faculty. The Department offers the B.S. degree with concentrations in Human Resources Management, Marketing Management, and Management Information Systems. The Head is responsible for the overall management of the Department, including recruitment, promotion, and evaluation of faculty, and the development of the Department's curriculum and programs.

Candidates for the position must have the Ph.D. in a business-related field and excellent teaching and research records. The successful candidate will be expected to lead the Department in its efforts to improve its academic standing and to develop new programs and services. The Head will also be responsible for the overall management of the Department, including recruitment, promotion, and evaluation of faculty, and the development of the Department's curriculum and programs.

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UNIVERSITY OF DUBLIN
TRINITY COLLEGE

School of Classics

Applications are invited for the following appointments in the School of Classics, tenable from 1 October 1993:

Chair of Latin (1870)

The vacancy has arisen because of the election of the previous holder, Professor T. N. Mitchell, to the Provostship of the College. The duties of the Chair should include a good record of scholarly research in the field of Latin studies, administrative duties within the School of Classics, and the ability to attract students to the School. The successful candidate will be expected to lead the School in its efforts to improve its academic standing and to develop new programs and services. The Chair will also be responsible for the overall management of the School, including recruitment, promotion, and evaluation of faculty, and the development of the School's curriculum and programs.

Further particulars relating to this appointment may be obtained from: Mr. M. Gleeson, Secretary in the College.
Dublin 2, Ireland
Tel. 702.1197/7042; Fax 722653
to whom telephoned or faxed enquiries should be made in the first instance.
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THE ACADEMY FOR
EDUCATIONAL DEVELOPMENT

The Academy for Educational Development (AED) has openings for (A) TFL Teaching Advisors and (B) English for Specific Purposes (ESP) Specialist Program (RFP) in Africa.

TFL Advantages: Successful candidates are expected to provide quality and innovative teaching and training materials, and to be responsible for the overall management of the program. The successful candidate will be expected to lead the program in its efforts to improve its academic standing and to develop new programs and services. The TFL will also be responsible for the overall management of the program, including recruitment, promotion, and evaluation of faculty, and the development of the program's curriculum and programs.

ESP Advantages: Successful candidates are expected to provide quality and innovative teaching and training materials, and to be responsible for the overall management of the program. The successful candidate will be expected to lead the program in its efforts to improve its academic standing and to develop new programs and services. The ESP will also be responsible for the overall management of the program, including recruitment, promotion, and evaluation of faculty, and the development of the program's curriculum and programs.

Qualifications: Candidates should have a higher degree and a commitment to teaching and research. Relevant industry experience is viewed favorably. The Department would be particularly interested in applicants with experience in teaching and research in the field of Latin studies, administrative duties within the School of Classics, and the ability to attract students to the School.

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NICOLET

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INSTITUTE FOR SOCIAL AND PSYCHOLOGICAL to teach social and psychological research and to be responsible for the overall management of the program. The successful candidate will be expected to lead the program in its efforts to improve its academic standing and to develop new programs and services. The Institute will also be responsible for the overall management of the program, including recruitment, promotion, and evaluation of faculty, and the development of the program's curriculum and programs.

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GEOGRAPHY/
HISTORY

Union University, an institution affiliated with the Tennessee Baptist Convention, seeks an instructor for undergraduate geography and history courses.

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KINGDOM OF SAUDI ARABIA
ROYAL COMMISSION FOR JUBAIL AND YANBU

An organization responsible for planning and management of a modern industrial city in the Eastern Province of Saudi Arabia has the following vacant positions to offer:

POSN. CODES	POST	DUTIES	QUALIFICATIONS
1-C-ME	Chairman Mechanical Engineering	Responsible for complete operation of the department, including selection and supervision of staff, technical review and the development of technical programs as well as administrative and resources management.	Ph.D. in related discipline followed by minimum 7 years teaching in Polytechnic or Technical College, 2 years as Chairman of Academic Department, 2 years industrial Attachment (or equivalent).
2-C-EE	Chairman Electrical and Electronics Administration	Responsible for complete operation of the department, including selection and supervision of staff, technical review and the development of technical programs as well as administrative and resources management.	Ph.D. in Electrical Engineering (Power) followed by a minimum of 5 years teaching experience.
4-AP-ELET	Assistant Professor Electrical Engineering	Acts as course planner and director. Position involves teaching, scheduling staff supervision, and material development.	Master's Degree in related discipline followed by minimum 5 years experience, 3 years teaching in Polytechnic or Technical College, 2 years industrial Attachment (or equivalent).
5-L-PRET	Lecturer Production	Position involves teaching, development of lecture notes and expected to interact with other faculty members in producing practical programs.	Master's Degree in related discipline followed by minimum 5 years experience, 3 years teaching in Polytechnic or Technical College, 2 years industrial Attachment (or equivalent).
6-L-PPPO	Lecturer Process Operation	Position involves teaching, development of lecture notes and expected to interact with other faculty members in producing practical programs.	Master's Degree in related discipline followed by minimum 5 years experience, 3 years teaching in Polytechnic or Technical College, 2 years industrial Attachment (or equivalent).
7-L-MATH	Lecturer Mathematics	Position involves teaching, development of lecture notes and expected to interact with other faculty members in producing practical programs.	Master's Degree in related discipline followed by minimum 5 years experience, 3 years teaching in Polytechnic or Technical College, 2 years industrial Attachment (or equivalent).
8-L-OMNG	Lecturer Office Management	Position involves teaching, development of lecture notes and expected to interact with other faculty members in producing practical programs.	Master's Degree in related discipline followed by minimum 5 years experience, 3 years teaching in Polytechnic or Technical College, 2 years industrial Attachment (or equivalent).
9-ACGT	Lecturer Accounting	Position involves teaching, development of lecture notes and expected to interact with other faculty members in producing practical programs.	Master's Degree in related discipline followed by minimum 5 years experience, 3 years teaching in Polytechnic or Technical College, 2 years industrial Attachment (or equivalent).
10-L-ELET	Lecturer Instrumentation and Control	Position involves teaching, development of lecture notes and expected to interact with other faculty members in producing practical programs.	Master's Degree in related discipline followed by minimum 5 years experience, 3 years teaching in Polytechnic or Technical College, 2 years industrial Attachment (or equivalent).
11-L-ELET	Lecturer Instrumentation and Control	Position involves teaching, development of lecture notes and expected to interact with other faculty members in producing practical programs.	Master's Degree in related discipline followed by minimum 5 years experience, 3 years teaching in Polytechnic or Technical College, 2 years industrial Attachment (or equivalent).
12-L-PHYS	Lecturer Physics	Position involves teaching, development of lecture notes and expected to interact with other faculty members in producing practical programs.	Master's Degree in related discipline followed by minimum 5 years experience, 3 years teaching in Polytechnic or Technical College, 2 years industrial Attachment (or equivalent).
13-L-MKTG	Lecturer Marketing	Position involves teaching, development of lecture notes and expected to interact with other faculty members in producing practical programs.	Master's Degree in related discipline followed by minimum 5 years experience, 3 years teaching in Polytechnic or Technical College, 2 years industrial Attachment (or equivalent).
14-1-PRET	Instructor Mechanical Production (CAM)	Teaching development of materials and experiments.	Bachelor's Degree in related discipline followed by 5 years teaching in Polytechnic or Technical College plus industrial experience (or equivalent).
15-E-ELET	Instructor Elect. Engg.	Teaching development of materials and experiments.	Bachelor's Degree in related discipline followed by 5 years teaching in Polytechnic or Technical College plus industrial experience (or equivalent).
16-ICET	Instructor Instrumentation & Control	Teaching development of materials and experiments.	Bachelor's Degree in related discipline followed by 5 years teaching in Polytechnic or Technical College plus industrial experience (or equivalent).
17-ELME	Instructor Electro-Mechanical	Teaching development of materials and experiments.	Bachelor's Degree in related discipline followed by 5 years teaching in Polytechnic or Technical College plus industrial experience (or equivalent).
18-FPS	Fire Protection Specialist	Prepares and maintains the uniform fire protection codes for the City. Assists in formulating codes for other disciplines. Maintains files on background development of codes to facilitate resolution of code violation. Assists the inspectors as required in cases of code violations and action necessary to correct them.	BSc. Degree in Fire Protection and Safety and at least 6 years experience in a Fire Protection office or equivalent. Must be fully familiar with U.S.C., U.F.C., and other applicable codes.
19-ECS	Environmental Control Specialist	Supervises environmental control contract activities including meteorology and air quality environment program.	Master's Degree in Chemistry Environmental Engineering or Meteorology from a Saudi or Western University. Minimum of 6 years experience in the environmental field.
20-CGS	Computer Graphic Specialist	Provides system maintenance and modification by testing and implementing vendor released software. Develops application and interface software necessary for system users. Participates in computer studies and analysis in support of operation and production. Provides technical assistance to Geobase staff.	Bachelor's Degree in Computer Science, Engineering, Mathematics or other discipline, plus 8 years information processing experience of which 3 years are in developing user requirements for automated mapping and graphics application. Skilled in written communication in drafting technical specifications regarding computer hardware/software. Skill in use of Job Control Language, operating systems. FORTRAN language, utilities and data communication of DEC VAX mainframes.

Notes: 1. All positions offer generous tax free salary, tenancy and benefits including free in Kingdom children schooling from Grade 1 to 9 (up to 3 children), medical services, and annual paid leave etc.

2. Expected date for interview will be around early July.

3. Starting working date late August.

4. Please indicate on the envelope the position code applied for. Applicants should send detailed C.V. and copies of qualifications including salary history to:

Mr. Sultan Al-Sakran
Director Saudi Arabian Labor Office-Houston
5718 Westheimer, Suite 1550
Houston, Texas 77057, U.S.A.
Tel. 713-952-7455 • Fax 713-953-7358

318. This position will be filled as soon as a qualified person is identified by the Kingdom of Saudi Arabia.

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**ASSISTANT PROFESSOR,
ASSOCIATE PROFESSOR, OR
PROFESSOR OF JOURNALISM**

DATE OF APPOINTMENT: August 25, 1992

SALARY: \$33,463 to \$46,446 for nine months plus attractive university fringe benefits. Higher salary and/or endowed professorship may be considered for individual with very distinguished academic credentials and professional experience. Summer teaching for six weeks is normally available at the same rate of pay.

RESPONSIBILITIES: Teach twelve semester credit hours in the fall semester and the spring semester in Journalism and/or Broadcast Journalism area.

THE UNIVERSITY: Angelo State University was recognized as one of the "Up and Comers" in American higher education in U.S. News and World Report's 1991 College Guide, America's Best Colleges, based upon a reputational survey of the nation's college presidents and deans. The University has one of the most modern

and attractive campuses in the nation and is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the associate, bachelors' and masters' levels. The University student body of approximately 5,130 ranks first among regional universities in Texas in the highest

PERCENTILE RANKING: of entering freshmen in their high school graduating classes. The University offers one of the largest and most distinctive academic scholarship programs in the nation.

QUALIFICATIONS: Academic: Ph.D. degree with a major in Journalism or Mass Communications. Experience: Successful

SPECIAL SKILLS OR REQUIREMENTS: Ability to communicate effectively with undergraduate students. Candidates should be dedicated to excellence in teaching and have a strong

APPLY TO: Dr. Bernard T. Young
Vice President for Academic Affairs
Angelo State University

APPLICATION DEADLINE: Open, but may be closed at any time after July 7, 1992.



AN EQUAL OPPORTUNITY EMPLOYER

**A MEMBER OF THE TEXAS
STATE UNIVERSITY SYSTEM**

STATE CIVIL SERVICE BOARD

Lenoir-Rhyne
COLLEGE

Requirements for position: MSN degree in appropriate specialty and two years' clinical experience. Preference will be given to candidates who are currently prepared and/or have previous teaching experience. Send letter of inquiry and curriculum vitae to Dr. Diane Fogelman, Department of Nursing, L'Oratoire-Deschênes College, P. O. Box 7222, Hickory, NC 28603. EOE.

ordinate these activities with University-wide fund-raising programs. Plans and reports should be prepared, and the following are suggested:

The Department emphasizes core material in microeconomics, macroeconomics, and econometrics in its teaching and research. Applicants should possess appropriate qualifications to teach and carry out research in monetary economics and/or macroeconomics. Enquiries of an academic nature may be directed to Mr. A. E. Wood.

[illegible]

to Development Director, University of Detroit Mercy, P. O. Box 19900, Detroit, Michigan 48219-3399. EBO/AA.

Alabama Southern Community College FACULTY POSITIONS AVAILABLE

ENGLISH: Two positions—one in the Montevallo campus and one in the Tuscaloosa campus. Reporting to the Chair of the Division of Language and Fine Arts, these instructors will teach a full range of English courses, including but not limited to: English 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

BUSINESS ADMINISTRATION: Reporting to the Chair of the Division of Social Science and Business, these instructors will teach a full range of business administration courses, including but not limited to: Business 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

THE ABOVE POSITIONS ARE FULL-TIME POSITIONS FOR NINE MONTHS AND WILL BE OPEN FOR A LIMITED PERIOD OF TIME. QUALIFIED CANDIDATES WILL BE INVITED TO INTERVIEW. THE COLLEGE IS AN AFFIRMATIVE ACTION EMPLOYER. EQUAL OPPORTUNITY EMPLOYER.

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Lindenwood College St. Charles, Missouri

The Humanities Division of Lindenwood College is seeking faculty members for the following positions to begin in mid-August:

ENGLISH: Creative writing, fiction, poetry, and non-fiction. Teaching experience in Creative writing and fiction writing preferred.

ENGLISH/FOREIGN LANGUAGE: Teaching English as a second language, and at least through the intermediate level of French, Spanish, or German.

The Social Science Division is seeking a faculty member to teach in the Criminal Justice program and related areas, including Sociology, Social Psychology, or Psychology. Minimum degree requirement: Master's in Criminal Justice, Sociology or Psychology.

Review of applications for these full-time, non-tenure positions will begin immediately. To apply, send resume, transcripts, and names of at least three references to:

Dr. David R. Williams
Dean of the College
Lindenwood College
200 S. Kingshighway
St. Charles, MO 63301

Lindenwood, founded in 1827, is an independent, liberal arts college offering more than 45 undergraduate and graduate degrees on a residential campus. Located just west of St. Louis, Lindenwood is an Affirmative Action, Equal Opportunity Employer.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT CS/CIS INSTRUCTOR

Richard College, Dallas, TX

Richard College, part of the seven-member Dallas County Community College District, is seeking applications for a full-time CS/CIS Instructor. The applicant must have a minimum of a Bachelor's degree in Computer Science or Information Systems, and a minimum of two years of teaching experience in a community college setting. The salary range is \$22,800 to \$28,120 per year, depending on experience. The position is open until August 1, 1992. Applications should be sent to the Human Resources Department, Richard College, 1000 Westwood Drive, Dallas, TX 75201.

This position teaches CS/CIS courses, including but not limited to: CS 101, CS 102, CS 103, CS 104, CS 105, CS 106, CS 107, CS 108, CS 109, CS 110, CS 111, CS 112, CS 113, CS 114, CS 115, CS 116, CS 117, CS 118, CS 119, CS 120, CS 121, CS 122, CS 123, CS 124, CS 125, CS

1992-93 Faculty/ Professional/ Administrative Positions SAVANNAH STATE COLLEGE

Open positions are available for faculty in tenure track academic positions. All tenure track positions are available for the fall semester, 1992. Administrative positions will be available as of July 1992, and thereafter.

ACADEMIC AFFAIRS

Assistant to the Vice President for Academic Affairs is a mid-level staff position available to add the Vice President in advancing the operations of the Academic Affairs Division. A master's degree in a field related to higher education is required. In addition, the candidate will possess strong oral and written communication skills, and the ability to work with people of diverse backgrounds and goals. Salary up to \$22,000 per year.

SCHOOL OF BUSINESS

Accounting: Teach undergraduate courses in Accounting and related subjects. Ph.D. or D.B.A. in Accounting. Teaching and business experience desirable.

Information Systems: Teach undergraduate courses in Information Systems and related subjects. Ph.D. or M.S. in Information Systems. Teaching and business experience desirable.

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Remedial Reading in English (1): Teaching level of 15 credit hours/15 classes per quarter. The teaching level of 15 credit hours/15 classes per quarter is required. The candidate must have a minimum of 15 credit hours/15 classes per quarter in the field of English.

Spanish (1): Expected load of 15 credit hours per quarter/15 classes per quarter. The candidate must have a minimum of 15 credit hours/15 classes per quarter in the field of Spanish.

Political Science: Ph.D. in political science with preparation in public administration and any two of the following: Public, Middle East, Latin American or Asia. For teaching experience preferred. 15 credit hours of teaching per quarter.

History (1): Ph.D. with specialized field in Russian, Eastern European, and/or Soviet history. Prior college teaching experience preferred. Teach one survey and one upper level course in Russian history.

Social Work: Ph.D. with specialization in social work. Specialization in Gerontology, Experience in gerontology, statistical computers and two years of professional experience in social work.

Recreation and Park Administration: Earned doctorate in recreation or physical education with an emphasis in recreation, experience with public recreation and teaching in recreation.

SCHOOL OF SCIENCES AND TECHNOLOGY

Chemistry: Teach 15 hours per quarter in undergraduate courses in chemistry, biochemistry and organic chemistry. Ph.D. degree in chemistry or biochemistry. General Chemistry Ph.D. degree in environmental toxicology. Teach 15 credit hours per quarter in undergraduate courses in chemistry and biology.

DEVELOPMENTAL STUDIES

Mathematics: Teach 15 hours per quarter of mathematics in a program of remediation and enrichment. Master's degree in mathematics or mathematics education. Teaching and/or training experience preferred.

Data Management/Administrative Assistant to the Director: This is a two-year professional position requiring a minimum of bachelor's degrees in mathematics and computer science. Must be proficient in computer usage and generate various computerized student reports—other duties as assigned by the Director.

COLLEGE LIBRARY

Librarian: This is a two-year full-time position to manage the cataloging department. Must have an accredited M.S. degree. Course work and experience in cataloging preferred. Experience with SICI and D.C. procedures is highly desirable. Evening and weekend work.

Assistant Reference Librarian: Two-year full-time position. Must have an accredited M.S. degree. Reference service to students on-line search and cataloging must. Share in collection development and library instruction and generate various computerized student reports—other duties as assigned by the Director.

STUDENT AFFAIRS

Director of the Student Center: The Director plans and develops a broad range of social, recreational and cultural activities to meet student needs. He/she works closely with all campus clubs and organizations in planning and implementing these activities. Master's degree in Student Personnel or related area preferred. Will have at least five years of experience in Student Development.

Financial Aid Counselor: Experience—Two to five years in higher education working with both State and Federal financial aid programs. Must be able to provide financial aid counseling, knowledge about all policies and procedures related to financial aid, and have strong work experience. Do not be able to conduct workshops and counsel students. Bachelor's degree and experience required.

Counselor Comprehensive Co-ordinator: Counselor works in conjunction with the Director of Student Personnel in planning and implementing student personnel services, and experience with career and personal issues.

DEVELOPMENT AND COLLEGE RELATIONS

Associate Director of Development: Plan and implement program for the identification, cultivation, and solicitation of gifts to the College. research and analyze possible sources of financial support. Develop and maintain market potential for fund-raising efforts and campaigns, disseminate information to appropriate sources. Bachelor's degree in business administration preferred. Knowledge of development and three years' work experience required. Experience with college or university. Well organized, methodical. Excellent oral and written communication skills.

TO APPLY FOR ANY OF THE POSITIONS ABOVE

Send letter of application, résumé, official transcripts and three letters of recommendation to:

Director of Personnel

P.O. Box 20119

Savannah State College

Savannah, Georgia 31404

Deadline for all positions: July 20, 1992

SAV State College is an Equal Opportunity, Affirmative Action Employer.

SELMA UNIVERSITY

Selma, AL 36701

LIBRARIAN: M.S. from AAAC-accredited institution. 2 or 3 years' experience in general operations of a four-year college library. Must have knowledge of automated and proven interpersonal skills. When needed, teach one course in Library Science. Twelve-month position.

ACADEMIC COUNSELOR: M.S. in counseling or education psychology. An earned doctorate preferred. Experience in academic counseling and career placement. Ten-month position.

PHYSICS/MATHEMATICS: Ph.D. in Physics/Math. Must be capable of developing undergraduate curriculum or courses and independent research projects.

COMPUTER SCIENCE: M.S. in Computer Science. Graduate work in related sciences such as Chemistry/Physics desirable.

BUSINESS: Ph.D. or A.B. in General Business or Business Management or M.B.A. in Accounting and Management.

MUSIC: M.S. or M.A. in Music Experience in Directing Choir. Background in Black Church Music desirable.

Selma University is an accredited, four-year, small Black private college. All teaching positions are tenure track, 9-month positions. Available beginning August 26, 1992. Salary negotiable. Last date to receive applications: July 31, 1992.

Send a letter of application, 3 letters of reference, copies of transcripts and credentials to: Vice-President of Academic Affairs, Selma University, 1501 Lapey Street, Selma, AL 36701.

AN EQUAL OPPORTUNITY EMPLOYER

THE COLLEGE OF ST. SCHOLASTICA

Counseling Center Director

The College of St. Scholastica has reported the position at Counseling Center Director. The Director will administer a staff of professional and paraprofessional personnel, supervise the Student Development Center and all personnel. The Director will also be responsible for the development and implementation of the college's counseling program. The Director will be responsible for the development and implementation of the college's counseling program. The Director will be responsible for the development and implementation of the college's counseling program.

Ph.D. degree in counseling or related field. Minimum of five years of experience in counseling or related field. Minimum of five years of experience in counseling or related field. Minimum of five years of experience in counseling or related field.

Interested persons should send a letter of application, resume, and the names of three current references and an indication of which position they are applying for to: Penn State Erie, The Behrman College, Office of Human Resources, 400 North Erie, PA 16563-0183.

APPLICATION DEADLINE: JULY 6, 1992

An Affirmative Action/Equal Opportunity Employer

Women and Minorities Encouraged to Apply

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PENNS STATE

Erie

The Behrman College

RESIDENCE LIFE COORDINATOR

The Coordinator is a full-time, live-in professional staff member responsible to the Associate Dean of Student Services.

The Coordinator assists with the supervision and administration of the Residence Life program serving 1,100 students, responsible for the recruitment, selection, training, and supervision of the resident assistants staff. Responsibilities also include assisting with the administration of the University Conduct Standards system, counseling and/or referral of students with personal and/or educational concerns, and the daily operation of the residence halls.

ADDITIONAL RESPONSIBILITIES

10-MONTH POSITION: Coordination of campus-wide human relations programming reaching a variety of student populations. Supervise four resident assistants in a 200 student co-ed residence hall. Advise the Association of Black Collegians and Human Relations Programming Council and assist in various student relations activities. RESPOND TO DEPT. # CHS-CRL-0005.

12-MONTH POSITION: Oversees summer staff and programing and coordination of full-time RA training program. Supervise three resident assistants in a 200-student co-ed residence hall. Advise the Association of Black Collegians and Human Relations Programming Council and assist in various student relations activities. RESPOND TO DEPT. # CHS-CRL-0009.

A comprehensive benefits package, a competitive salary, and professional development opportunities are available. Starting date is August 1, 1992.

Qualifications: Bachelor's degree and one to two years of effective experience; or Master's degree and Student Personnel Services and three to six months of effective experience in residence hall operations. A commitment to the application of student development principles to residence life practices is preferred.

Penn State Erie, The Behrman College, is a dynamic, comprehensive University of 2,300 students located in suburban Erie in northeastern Pennsylvania. Penn State-Behrman is one of the University's 13 academic colleges, offering a variety of baccalaureate and masters programs.

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Qualifications include a minimum level, strong organizational and

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teaching opportunities may be available. | tive Action Employer.



CLARKSON COLLEGE

Education for the Future

Clarkson College, a private educational institution offering health science programs delivered to over 700 students via both on-site and distance education modes, is seeking creative, energetic and dedicated professionals for the following positions:

VICE PRESIDENT FOR STUDENT AFFAIRS
The Vice President for Student Affairs is a major participant in college-wide decision-making, reporting directly to the President. The Vice President is responsible for programs and services for the enrollment and retention of students and for ensuring the quality and character of student college life. Qualifications: Doctoral degree with a focus on student development, 10 years of administrative experience, knowledge of the roles and responsibilities of registration and records, financial aid, and enrollment management, and residence life. Candidates should have a record of programmatic innovation and institutional problem-solving, and a familiarity with higher education issues.

DEAN OF PROFESSIONAL DEVELOPMENT
The Professional Development Division is one of four divisions reporting to the Vice President for Academic Affairs. In addition to professional advancement programming, the division plans and implements all corporate staff development activities for Clarkson Hospital.

QUALIFICATIONS: Doctorate in educational administration or related field with considerable experience in continuing education programming. The candidate should demonstrate effective managerial, interpersonal and communication skills.

INSTRUCTIONAL TECHNOLOGIST
The Instructional Technologist reports directly to the Vice President for Academic Affairs and is responsible for the College forward in the use of technological support of educational delivery and research endeavors. Of prime importance are efforts of the College to provide students with non-time and non-place dependent delivery.

QUALIFICATIONS: Masters degree with an emphasis on educational technology, a good understanding of the needs of computers in the educational process and the use of related delivery technology, and ability to work well with faculty, students and administrators.

GENERAL INFORMATION
Salary for each position is competitive and consistent with the level of experience.
Application: Interested applicants should submit a letter of application, resume and references before July 15, 1992 to:

Office of the President
Clarkson College
101 South and Street
Omaha, NE 68131-4271
800-642-2900

An Equal Opportunity/Affirmative Action Employer

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Vice President for Academic Affairs at Erie Community College, Erie Community College is a multi-campus public community college with an enrollment of 14,000 students and over 80 programs. Full-time salary \$49,548. **DESCRIPTION:** The chief academic officer of the College is responsible for the planning, development and maintenance of quality programs which are responsive to community needs and provide academic with maximum transfer opportunities. The candidate must demonstrate familiarity and experience with contemporary academic challenges for community colleges including developmental education, general education, bilingual/bicultural education, technology, program assessment and faculty evaluation. The ability to prepare budgets, coordinate staff studies in preparation for accreditation visits and initiate grants is highly recommended. The position reports directly to the Office of the President. **QUALIFICATIONS:** A doctoral degree is preferred with at least 3 years of experience in higher education with a minimum of 2 years at college teaching. Interested applicants should send resume, transcripts and three letters of recommendation prior to July 1, 1992 to the Human Resources Department, ECC-South Campus, 4041 Southwestern Boulevard, Orchard Park, NY 14127. The College is an equal opportunity employer. Women, minorities, veterans and disabled persons are encouraged to apply.

Public Administration Public Service
The University of Arkansas at Little Rock is seeking a Vice President for Academic Affairs. The University of Arkansas at Little Rock is a public institution of higher learning, offering a wide range of undergraduate and graduate programs. The Vice President for Academic Affairs is responsible for the planning, development and maintenance of quality programs which are responsive to community needs and provide academic with maximum transfer opportunities. The candidate must demonstrate familiarity and experience with contemporary academic challenges for community colleges including developmental education, general education, bilingual/bicultural education, technology, program assessment and faculty evaluation. The ability to prepare budgets, coordinate staff studies in preparation for accreditation visits and initiate grants is highly recommended. The position reports directly to the Office of the President. **QUALIFICATIONS:** A doctoral degree is preferred with at least 3 years of experience in higher education with a minimum of 2 years at college teaching. Interested applicants should send resume, transcripts and three letters of recommendation prior to July 1, 1992 to the Human Resources Department, ECC-South Campus, 4041 Southwestern Boulevard, Orchard Park, NY 14127. The College is an equal opportunity employer. Women, minorities, veterans and disabled persons are encouraged to apply.



University of Nebraska

VICE PRESIDENT FOR BUSINESS AND FINANCE

The University of Nebraska, a four-campus institution with an annual operating budget of over \$200 million, seeks applications and nominations for the position of Vice President for Business and Finance. The Vice President for Business and Finance is a major participant in college-wide decision-making, reporting directly to the President. The Vice President is responsible for programs and services for the enrollment and retention of students and for ensuring the quality and character of student college life. Qualifications: Doctoral degree with a focus on student development, 10 years of administrative experience, knowledge of the roles and responsibilities of registration and records, financial aid, and enrollment management, and residence life. Candidates should have a record of programmatic innovation and institutional problem-solving, and a familiarity with higher education issues.

DEAN OF PROFESSIONAL DEVELOPMENT
The Professional Development Division is one of four divisions reporting to the Vice President for Academic Affairs. In addition to professional advancement programming, the division plans and implements all corporate staff development activities for Clarkson Hospital.

QUALIFICATIONS: Doctorate in educational administration or related field with considerable experience in continuing education programming. The candidate should demonstrate effective managerial, interpersonal and communication skills.

INSTRUCTIONAL TECHNOLOGIST
The Instructional Technologist reports directly to the Vice President for Academic Affairs and is responsible for the College forward in the use of technological support of educational delivery and research endeavors. Of prime importance are efforts of the College to provide students with non-time and non-place dependent delivery.

QUALIFICATIONS: Masters degree with an emphasis on educational technology, a good understanding of the needs of computers in the educational process and the use of related delivery technology, and ability to work well with faculty, students and administrators.

GENERAL INFORMATION
Salary for each position is competitive and consistent with the level of experience.
Application: Interested applicants should submit a letter of application, resume and references before July 15, 1992 to:

Office of the President
Clarkson College
101 South and Street
Omaha, NE 68131-4271
800-642-2900

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VICE CHANCELLOR FOR ACADEMIC AFFAIRS & DEAN OF GRADUATE SCHOOL

The University of Arkansas for Medical Sciences (UAMS) seeks applications and nominations for the position of Vice Chancellor for Academic Affairs and Dean of the Graduate School. The Vice Chancellor for Academic Affairs is responsible for the planning, development and maintenance of quality programs which are responsive to community needs and provide academic with maximum transfer opportunities. The candidate must demonstrate familiarity and experience with contemporary academic challenges for community colleges including developmental education, general education, bilingual/bicultural education, technology, program assessment and faculty evaluation. The ability to prepare budgets, coordinate staff studies in preparation for accreditation visits and initiate grants is highly recommended. The position reports directly to the Office of the President. **QUALIFICATIONS:** A doctoral degree is preferred with at least 3 years of experience in higher education with a minimum of 2 years at college teaching. Interested applicants should send resume, transcripts and three letters of recommendation prior to July 1, 1992 to the Human Resources Department, ECC-South Campus, 4041 Southwestern Boulevard, Orchard Park, NY 14127. The College is an equal opportunity employer. Women, minorities, veterans and disabled persons are encouraged to apply.

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XAVIER UNIVERSITY

Vice President for Student Development

Xavier University, a Jesuit Catholic institution located in Cincinnati, Ohio, with an enrollment of 6,400 undergraduates and graduate students, seeks applications for the position of Vice President for Student Development. The Vice President for Student Development is a major participant in college-wide decision-making, reporting directly to the President. The Vice President is responsible for programs and services for the enrollment and retention of students and for ensuring the quality and character of student college life. Qualifications: Doctoral degree with a focus on student development, 10 years of administrative experience, knowledge of the roles and responsibilities of registration and records, financial aid, and enrollment management, and residence life. Candidates should have a record of programmatic innovation and institutional problem-solving, and a familiarity with higher education issues.

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QUALIFICATIONS: Doctorate in educational administration or related field with considerable experience in continuing education programming. The candidate should demonstrate effective managerial, interpersonal and communication skills.

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QUALIFICATIONS: Masters degree with an emphasis on educational technology, a good understanding of the needs of computers in the educational process and the use of related delivery technology, and ability to work well with faculty, students and administrators.

GENERAL INFORMATION
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Application: Interested applicants should submit a letter of application, resume and references before July 15, 1992 to:

Office of the President
Clarkson College
101 South and Street
Omaha, NE 68131-4271
800-642-2900

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Executive Director: Off-Campus Programs

New Jersey Institute of Technology, the state's technological university, has been seeking off-campus instructional programs statewide and nationwide for pre-college through graduate education in mathematics, in science, engineering, architecture, management and other technical areas, its campus, extension and corporate sites. The Executive Director will lead the increasing off-campus delivery of on- and non-credit instructional programs, and technology transfer using traditional as well as state-of-the-art distance learning. A minimum of five years successful experience in a similar or related position necessary, along with planning, budgeting, marketing expertise and knowledge of distance learning. Graduate preferred, as well as an academic background in science, mathematics or engineering. The ability to work in partnership with university faculty, corporate and government agency representatives is strongly emphasized. NJT does not discriminate on the basis of sex, race, color, handicap, religion, or marital status. Please send resume, transcripts and three letters of recommendation to: Mr. Mary Palmer, Chair, Search Committee, Education Department, New Jersey Institute of Technology, 1000 University Heights, Newark, NJ 07102. Closing date: July 15, 1992.

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State University of New York at Buffalo



ASSOCIATE VICE PRESIDENT FOR UNIVERSITY DEVELOPMENT

The State University of New York at Buffalo invites applications for the position of Associate Vice President for University Development. The University at Buffalo is the largest and most comprehensive university within the largest university system in the country. One of only twenty-two public universities, elected to the prestigious Association of American Universities (AAU), the University at Buffalo has a student enrollment of 23,500, 4,400 full-time faculty, and an annual budget of \$230 million. The University's first capital campaign will have achieved a \$25 million goal in December 1992. It is anticipated that the next capital campaign will coincide with the University's reorganization in 1995.

Under the direction of the Vice President for University Development, the Associate Vice President for University Development will have full responsibility for management of the development program. Leadership is a key element of this position, especially in the establishment of goals and objectives, hiring and training staff. The Associate Vice President for University Development will interact with all of the academic officers and staff of the University as well as with the chief administrative officers. Working with the Vice President and the Office of the President, he/she will design strategies for solicitation and develop the volunteer committee needed to raise funds. The Associate Vice President will also be responsible for the work of the various volunteer committees established to aid the University in carrying out its philanthropic mission.

Qualifications: Bachelor's degree, advanced degree preferred. At least ten years of experience in fundraising positions at the executive level with progressively larger responsibilities, evident in higher career path. Demonstrated administrative success in complex, multi-faceted institutions and sufficient staff supervision and development experience. Critical computer experience as well as effective communication skills, both written and verbal, are required.

Applications will be reviewed beginning July 20, 1992 and review will continue until the position is filled. Submit cover letter and resume to:

Robert J. Wagner, Senior Vice President
State University of New York at Buffalo
Room 2141 Open Hall
Buffalo, New York 14261

The search is being conducted by the University's consultant:

Dr. Ira W. Krinsky
P.O. Box 9127, Pasadena, CA 91109-1127
(818) 506-3111 ext. 8181
F.O. 9127, Pasadena, CA 91109-1127

The University at Buffalo is an Affirmative Action, Equal Opportunity Employer.

Women and minorities are encouraged to apply.

BREVARD COLLEGE

Brevard, North Carolina

President
The Board of Trustees of Brevard College invites nominations and expressions of interest in its search for a president to assume office in the summer of 1993.

This two-year college of the United Methodist Church offers a University-General liberal arts curriculum to 800 students in the heart of the Blue Ridge Mountains, and 94% of Brevard's graduates subsequently enroll in four-year colleges and universities. The search committee will begin its review in July of those who send a letter, vita, and list of at least five references. Inquiries and nominations should be addressed to:

F. Crowder Palk, Chairman
Presidential Search Committee
Brevard College
P.O. Box 505, Brevard, NC 28712
Brevard College is an equal opportunity employer.

Search Committee: Education Department, New Jersey Institute of Technology, 1000 University Heights, Newark, NJ 07102. Closing date: July 15, 1992.

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Search Committee: Education Department, New Jersey Institute of Technology, 1000 University Heights, Newark, NJ 07102. Closing date: July 15, 1992.

SEARCH CONTINUED

Two Positions

Assistant Dean of Admission/
Admission Counselor

Responsible for the full range of admission activities including financial recruitment, advising, and counseling students, reviewing applications and transcripts, and meeting students in a variety of public settings. B.A. required, M.A. desired. Requires ability and experience in recruiting and making effective, persuasive presentations to individuals and groups one to two years teaching or counseling experience (admissions preferred). Candidates must be willing to travel, send resume and letters of references to Judith A. Hyatt, Director of Human Resources, College University, Hamilton, NY 13346. Review of applications will begin immediately and continue until the positions are filled. An Equal Opportunity/Affirmative Action Employer.

ASSOCIATE DEAN School of Education

Full-time, 12 month position available July 1, 1992. In July 1992, the School of Education will be reorganized into two divisions: the Division of Early Childhood and the Division of School Education. The Associate Dean of the School of Education will be responsible for the management of the school's academic and administrative affairs. The candidate must have a minimum of five years of experience in a similar position at the college level. The candidate must have a minimum of five years of experience in a similar position at the college level. The candidate must have a minimum of five years of experience in a similar position at the college level.

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Science Educators

Full-time position available for BS and MS students and 8 developing college level science courses. Salary \$17,000. Position located in the Science Department, 1200 North Main Street, Suite 100, Brevard College, Brevard, NC 28712. For more information, contact Dr. Ira W. Krinsky, P.O. Box 9127, Pasadena, CA 91109-1127. (818) 506-3111 ext. 8181.

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U.A.L.R. UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Chancellor

The Board of Trustees and the Chancellor Search Committee invite nominations and applications for the position of Chancellor of the University of Arkansas at Little Rock. Established in 1927, the University of Arkansas at Little Rock is the state's major metropolitan university which serves approximately 12,000 students with degree programs from the associate to doctoral level. Little Rock is in central Arkansas with a population of 500,000 persons, and is the state's largest city as well as its state capital.

The Chancellor is the chief executive officer of the university and reports to the President of the University of Arkansas System, composed of four academic campuses at Little Rock, Fayetteville, Monticello, and Pine Bluff, a medical sciences campus in Little Rock, a division of agriculture, and an archaeological survey.

The successful candidate should have an earned doctorate or terminal degree in an academic or professional field, a background that demonstrates a progression of administrative responsibilities, preferably in a higher education institution. The candidate will have proven record of administrative performance, including the ability to handle the complexities of public financing and the capacity to secure additional resources. Also, the candidate will be committed to academic excellence and demonstrate an understanding of the major issues and challenges facing a major metropolitan campus.

Experience of the candidate will also reveal documented leadership qualities, including the ability to articulate a vision of development for the university and to take an active role in implementing articulated goals; foster a sense of community among students, faculty, staff, administration, and community members; work in a framework of shared academic governance; and demonstrate genuine commitment to cultural diversity.

Salary and perquisites will be commensurate with experience and qualifications.

Nominations and applications will be accepted until the position is filled. The Search Committee will begin screening applications in mid-August. The preferred starting date is January 4, 1993. Those interested in applying should send a letter of application, a 1 to 2 page statement of philosophy on the nature and role of a metropolitan university, a resume or vita, and the names, addresses, and telephone numbers of three references to the Chairman of the Search Committee:

Dr. B. Allen Sugg, President
University of Arkansas System
1123 South University Avenue, Suite 601
Little Rock, Arkansas 72204
(501) 686-2505

The University of Arkansas is dedicated to equal opportunity and does not practice or condone discrimination in any form against students, employees, or applicants on the basis of race, color, national origin, religion, sex, age, or disability. Women, minorities, and persons with disabilities are encouraged to apply.

ALL APPLICATIONS ARE SUBJECT TO PUBLIC DISCLOSURE UNDER THE ARKANSAS FOIA ACT.

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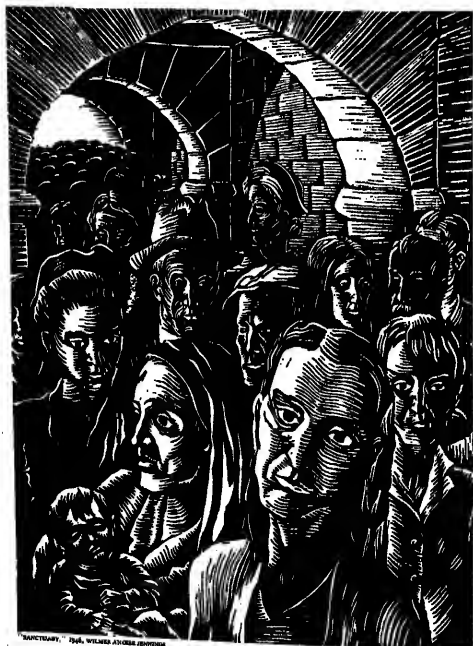
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End Paper



SCULPTURE BY ISAC FRIEDLANDER



SCULPTURE BY ISAC FRIEDLANDER

'Bridges and Boundaries' for Blacks and Jews

THE THEMES OF FREEDOM and liberation appear again and again in the literature, art, and music of both African Americans and American Jews, and each has borrowed experiences of the other to give voice to their own group's conception of identity. Isac Friedlander, a Jewish artist who spent years of solitary confinement in prison in his native Latvia, chose oppression as the subject of his art. Here, he has used "Exodus," a word that is synonymous with the Jewish experience, as the title of his work, which suggests the freeing of the slaves.

"SANCTUARY," by African American artist Wilmer Angier Jennings, bears an interesting similarity to Isac Friedlander's "Exodus." Although one cannot be certain of the precise historical subject of Jennings' linocut—the underground railroad and the Holocaust readily come to mind—it is clear that both Friedlander and Jennings have chosen subjects tied to their own identities and their empathy for oppressed people.

"Bridges and Boundaries: African American and American Jews" is an exhibition of 350 artworks, photographs, documents, and works of art exploring the themes of ethnic identity, shared cultural beliefs, experiences of marginality, and visions of social justice, will be at the New York Historical Society through July 19 before beginning a three-year national tour. The texts above are by Gretchen Sullivan Sorin, an adjunct instructor in museum studies at the State University of New York at Albany; Beth Kippen, a historical consultant; and Julie Roth, assistant curator at the Jewish Museum in New York. They are excerpted from *Bridges and Boundaries: African American and American Jews*, published by George Braziller in association with the Jewish Museum in New York. The book was edited by Jack Salzman, director of the Center for American Culture Studies at Columbia University.

since March that they were against a House proposal that would have created a direct-loan system on about 300 campuses that currently receive \$300-million in student loans. The Senate legislation did not contain a direct-loan program.

Republicans on the conference committee, led by Rep. E. Thomas Coleman of Missouri, tried to shrink the direct-loan program by proposing a plan that would have included an unspecified number of institutions that now receive \$250-million in student loans.

But Mr. Ford and Illinois Sen. Paul Simon persuaded their Democratic colleagues that a larger plan would represent a bold innovation in a bill that both said consisted largely of "tinkering around the edges" of college programs.

Repayments Based on Income

The compromise bill said that 35 percent of the 500 institutions in the pilot project should offer borrowers the right to repay their loans based on their income level. Proponents of so-called income-contingent loans contend that such a system would reduce defaults, because the loans would be easier for low-income borrowers to repay.

College officials have had mixed reactions to the direct-loan concept since the reauthorization process started in Congress 18 months ago. Many administrators heralded it as a way of streamlining the loan process and saving millions of dollars in subsidies now paid to banks, while others were concerned about the burden of administering the loans and about financial liabilities for mismanaged loans.

Thomas A. Batts, a lobbyist for the University of Michigan and a leading proponent of direct loans, praised the committee for making "solid public policy," and said he was unfazed by the promised veto. "The President's got to decide if he wants to veto a bill that saves taxpayers money," he said.

Rethinking for Loan Plan

Campus officials have strongly supported a House plan adopted by the conference that would provide Stafford Student Loans to all students regardless of income. Middle-income students would be responsible for paying the interest on their loans, but the government would continue to pay the interest for the neediest students while they are in college and for six months after they graduate or drop out.

Members of the conference committee also agreed to replace the current 8-percent interest rate on Stafford loans with a variable rate that would be capped at 9 percent. Lawmakers said that setting the rate at 1.1 percentage points above the rate on 12-month Treasury bills would allow students to benefit if interest rates remained low.

The committee members also decided to allow most students to borrow more in most rising college costs. The maximum Stafford loan would remain at \$2,625 a year for freshmen, increase to \$3,500 from \$2,625 for sophomores, and grow to \$5,500 from \$4,000 for other undergraduates. The limit for graduate students would rise to \$8,500 from \$7,500.

Graduate students would also gain access to more money under the Supplemental Loans for Students program. Their limit

Continued on Page A24

W. Virginia Leads the Way in Obtaining Congressional Earmarks for Research

Political savvy brings millions to 2 colleges

By COLLEEN CORDES

MORGANTOWN, W. VA.

The Congressional practice of earmarking funds for specific colleges and universities can mean very different things to very different institutions. Nowhere is that more evident than in West Virginia, the "pork barrel" champion of America.

West Virginia led the nation this year in earmarked funds for its institutions. Two of its colleges have reaped, by their own estimates, about \$120-million in earmarks since fiscal 1987.

One is West Virginia University, a public research institution with the professional savvy and Congressional muscle to net federal tax dollars. The other, Wheeling Jesuit College, is a small private college with big new projects that are almost entirely unrelated to its own faculty's past scholarship—but with plenty of Capitol Hill cash for them, anyway.

Well-Placed Benefactors

The two institutions share the same well-placed benefactors. Sen. Robert C. Byrd, a Democrat, is the powerful chairman of the Senate Appropriations Committee. Rep. Alvin H. Mullton, another Democrat, is a member of the House Appropriations Committee.

The institutions have sharply contrasting approaches to earmarks. Their experience indicates the widely varying influence that these direct Congressional appropriations can have on a campus and a region.

West Virginia University takes great pride in being close to the people and businesses of this impoverished state. Professors try to turn coal into liquid fuel with high-tech pressure cookers, apply heavy pressure to the planks they've designed for timber bridges, and analyze the chemical composition of mine dust.

The university's determination to make practical contributions to the state's economy is also evident in the spirit with which its professors pursue earmarks. "I'm proud of the investments," declares Neil S. Bucklew, the university's president. "I'm not embarrassed by it. You can't make a list that's too long for me."

This is a state where tens of thousands of miners and their families collect government benefits for black-lung disease and where the rural poor are isolated along the roller-coaster miles of West Virginia's mountains. The university has waged a concerted effort to place itself squarely in the center of the state's struggle to revive its ailing industries and poverty-stricken backwoods.

It has rigorously focused its efforts to win earmarked money on projects intended to benefit existing industries, and so applied research to make Morgantown a center for high-technology advances.

In its 1991 fiscal year, the university received about \$14.2-million in competitive

Continued on Following Page



Neil S. Bucklew, president of West Virginia University, is proud of the investments. "I'm not embarrassed by it. You can't make a list that's too long for me."

House Votes to Kill Supercollider Project; Stunned Proponents Turn Hopes to Senate

By KIM A. McDONALD

WASHINGTON

The Superconducting Supercollider, the world's largest and most expensive scientific instrument, appears to be in serious trouble after the House of Representatives voted last week to kill the \$8.25-billion project.

The lawmakers agreed, 231 to 181, to end construction of the controversial subatomic-particle collider near Dallas this year and to spend \$34-million initially slated for the facility to shut down the project and provide support for other high-energy-physics programs.

The vote, which came after more than eight hours of debate on the Energy Department's fiscal 1993 appropriations bill, stunned the supercollider's proponents, who had expected to secure at least \$494-million of the \$650-million requested by President Bush for the project.

In a prepared statement, Energy Secretary James D. Watkins said he was "deeply disappointed by the House action," adding: "It does not demonstrate good stewardship of our nation's scientific and technological research base that the public has entrusted to the government. While I am painfully aware of the environment of severe fiscal constraint, it would nonetheless

less be a major mistake to eliminate this project."

Mr. Watkins and other proponents warned that killing the project would eliminate more than 7,800 jobs and reduce support for thousands of university scientists involved in building the collider and its experiments. It would also rescind the federal government's commitment to the State of Texas, which had agreed to contribute \$1-billion to the project, and has so far provided \$227-million.

On to the Senate

Although many scientists support the collider, others fear the project—which has become a focal point in the debate over big versus little science—will squeeze support from other research efforts.

The bill now goes to the Senate, which has traditionally been more supportive of the supercollider than the House has been and is expected to craft its version in two weeks. Lobbyists for the supercollider said they believed the Senate would approve \$550-million, but an aide to Sen. Dale L. Bumpers said the Arkansas Democrat expected strong support for an amendment he will offer to kill the project.

Any differences between the two versions

Continued on Page A24

West Virginia Leads Field in Winning U.S. Earmarks for Research

Continued From Preceding Page

Federal efforts for research and development projects. It also received nearly 40 percent of that amount—about \$5.5 million—in Congressional earmarks for research and other projects, plus an additional \$6.3 million for a Defense Department project that even the university is unsure whether to count as an earmark. In fiscal 1986, it received \$9.5 million in competitive research awards, and an additional \$1.2 million in earmarks.

In fiscal 1986, it ranked below the top 150 universities, in terms of overall spending for federal research and development, according to the National Science Foundation. In fiscal 1990, after a few years of intensive enmarking, West Virginia ranked 118th.

Faculty Members Vie for Inclusion

Every year, ambitious faculty members vie with each other to persuade Mr. Buckley to include their projects on the list he will present to West Virginia's Congressional delegation. From two to four new proposals make the list, he says, with perhaps three times as many left out.

Critics of earmarking often warn that the projects will be of poor quality. Supporters, on the other hand, stress that earmarks help the "have-nots" build their capacities so that eventually they can compete successfully in the traditional merit-review process.

Neither position seems to reflect West Virginia's experience. Federal officials who supervise some of West Virginia's projects do not rave about them. But they describe the work as competent.

That may be because many of the professors in charge of the projects are winners of grants from the National Science Foundation and other agencies in merit-reviewed competitions.

West Virginia's strategy, in fact, has been to identify strong individuals or small groups and then try to build larger centers of expertise around them, supported by earmarks.

Some professors say they seek earmarks because federal agencies and their peer reviewers have been unwilling to entrust them with major projects. The reviewers do not question their abilities, the researchers say, but whether the university itself could manage large grants competently, or provide the necessary support services for them.

Researchers also say they seek the appropriations because federal agencies are reluctant to support the kind of advanced research and development of civilian technologies—and their transfer to industry—that further the state's interests.

Hots V. S. Gangarao, for example, who directs a center on construction that has won about \$3.15 million in Congressional earmarks in the last three years, has developed new materials for bridges. He

then helped supervise the construction of bridges and periodically tested them.

Other researchers, such as Donald W. Lyons, who heads the department of mechanical and aerospace engineering, say they sometimes pursue support for their projects directly from Congress and through the normal competitive route—and win both ways.

Mr. Lyons directs what he calls a "world-class center" on alternative transportation fuels. But he doesn't intend to stop seeking earmarks. In the last three years, his center has received about \$2.5 million in competitive awards and \$3.95 million in earmarks.

Faculty Members Vie for Inclusion

On the other hand, the idea for one major new earmark—\$10-million for a new building for the National Aeronautics and Space Administration to test computer software developed for space missions—was not the university's at all, but Senator Byrd's.

For the moment, the university's only role will be in owning and managing the building. Other contractors are responsible for the initial research, but West Virginia hopes to win later contracts or subcontracts.

Sometimes Origins Are Murky

The origins of some projects, such as the Concurrent Engineering Research Center, are difficult to determine. Mr. Buckley says the Defense Advanced Research Projects Agency invited West Virginia to join with an industrial contractor in submitting a bid to be part of a larger effort on concurrent engineering. That was about five years ago. Concurrent engineering uses new technologies to try, in the process of designing a new product, to anticipate and avoid all later problems in manufacturing or selling it.

Mr. Buckley adds, however, that Senator Byrd asked DARPA to issue the invitation, although the president maintains that the university won on the strength of its proposal.

This year the Pentagon did not request any money for concurrent engineering, but Congress earmarked \$30-million for it. About \$5-million of that will go to West Virginia's center without any additional competition.

"They are performing well enough,"

says Lee Buchanan, director of the defense-science office at NARPA. "It's not prudent for us to go elsewhere."

At this point, he adds, he has no way to measure just how well they're doing and it would be too costly to move the center. But there have been problems, he says, because of the center's location.

His agency had hoped that new technologies would sell themselves, but that's not the way it has worked out. Personalizing industry to try advanced new technologies, he says, "is a body-contact sport," requiring intense personal interactions. But Morgantown, he says, is remote and not in the center of a manufacturing area.

He's finding that there is not a whole lot of foot traffic there. "Some critics of West Virginia enmarkings say the focus on commercial applications undercuts the university's academic mission."

Some critics of West Virginia enmarkings say the focus on commercial applications undercuts the university's academic mission. "They are excited by the new opportunities for their students. But they wonder how the sudden influx of so much federal money will change their campus. Or, Wheeling, for example, uphold its just claims of service to community as its high school and what will happen to the college's mission if the Congressional enmarkings dry up and the new national centers—two new buildings—are not able to support themselves?"

The college's operating budget is \$23.3 million. This year it has about \$30-\$40 million for the two federal projects—\$23 million from a NASA award that the university decided to give, and the technology-transfer center on its own, and an additional \$21-million that Congress directed to provide for both projects.

"It's going to be a rather wrenching experience," predicts Joseph A. Latona, associate professor of history who chairs the faculty council. "I'm of course optimistic about the challenge," he adds, "but it will be there."

Still, many college officials echo Mr. Buckley's confidence, even while conceding that the college has no pretensions to expertise in the most sophisticated technologies. The college, in fact, has hired almost all outsiders to run the two new projects.

As to why Wheeling should be home to the technology-transfer center, Gerald L.

Navaparra around the country recently and negatively damaged the research "earmarks" for colleges and universities.

Enthusiasm Seems to Be Catching

Father Acker's enthusiasm for the special attractions of a small liberal-arts college an hour from the Pittsburgh airport seems to be catching.

He has persuaded Congress to the technology-transfer center for the National Technology Transfer Center and the Classroom of the Future, both NASA projects. The former is charged with the transfer of new knowledge from federal laboratories to the marketplace. The latter will be a showcase for new technologies developed by NASA that schools and colleges can use to improve mathematical science education.

Father Acker's personal quest for Congressional largesse has left some of the college's own faculty members a bit shocked.

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Government & Politics

Griffith, assistant to the president for NASA

development agency. "Why not?" "We will keep it as the star of West Virginia of this region," adds Mr. Griffith, a former press secretary to Representative Holloman, who along with Senator Byrd has helped Wheeling to secure earmarks. "If it was dropped in at MIT, it would probably be on a back burner somewhere."

Wheeling's experience shows how federal agencies themselves sometimes cooperate with institutions to design a project to their benefit from additional curriculum.

After both projects were started by Congress, NASA requested money for the technology-transfer center in its official budget proposal. Congress approved that amount, but added considerably more. In the case of the Classroom of the Future, college officials say NASA was instrumental in expanding the project from the original campus to a regional center for students to experience simulated space missions, to its current, much grander national plan.

The interest of a powerful senator

A few observers suggest that the space agency has always emphasized public relations and may have calculated that the projects themselves and the enthusiasm they inspired in a powerful senator were ultimately in the space agency's best interests.

Some critics say the projects at Wheeling demonstrate how Congress can appropriate large amounts of money for projects with impressive titles but sketchy plans for achieving lofty goals.

One technology-transfer expert who related to be named says: "I had you put the center in Boston, or Berkeley, or MIT, or any city with a big research university, you could have set it up in a day," he says. "How long it took them to get situated shows how much of a stretch it was to put it there."

Len Ault, a deputy director of NASA's division of technology transfer, says the center got off to an unexpecting start. In part because the program had to be built from the ground up.

Even with the slow start, Wheeling's optimism seems to be infectious. The new director and some other new employees at the technology-transfer center are highly respected, giving even some Wheeling critics more confidence. Its experience appears to back up the claim that with enough money and technical support from federal agencies, even an unlikely college can bring in experienced, capable people who may redeem the project in the eyes of outsiders.

"You can bring any campus up to a level of proficiency with enough money," says Royce of the Carnegie Foundation. Richard L. DiCicco, president of Technology Catalysts, a Falls Church, Va., company that tries to help businesses find new technologies, says the new center plays an important role. When his company

contacts the center, it then makes all of the follow-up contacts required to identify the technologies or researchers his clients need. "We like it, we need it, we've used it," he says. "It has streamlined things for me."

'I'd Like a Try at It'

Father Acker says his own interest in technology transfer was sparked when he understood Senator Byrd was interested in the subject. "When I heard about it, I got to him and said 'I'd like a try at it,'" Father Acker says. This was something that he strongly believed Wheeling could do well—and that would contribute to its underlying mission of helping the poor in his region. Advanced technologies, he maintains, will help prepare students for good jobs and attract more of those jobs to the area.

NASA, he says, was interested because it decided that the center should be at a small college that would not be distracted by other projects.

John T. Prestosa, director of the technology-transfer office at the Massachusetts Institute of Technology, says he probably would not have entered a competition for the center because "my hands are totally full." The country needs to experiment, he says, and he thinks Wheeling for taking on the challenge.

Noradun J. Panlilio, the college's academic dean, suggests that the technology-transfer center belongs on his campus because of Wheeling's special focus on ethics. At Wheeling, he hopes, a technology-transfer center will address not just the amount of profits new technologies can generate, but also their potential social and environmental impact.

The center's glossy, two-page statement of its role and mission, however, makes no mention of any intention to the ethical implications of particular technologies.

Other questions have been raised about the Classroom of the Future. One of its main goals will be "to present computer software and multimedia to enhance learning of math and science concepts."

But C. Daniel Miller, hired by Wheeling to direct the project, says that little research has been published on which new technologies actually aid learning, or under what circumstances. Wheeling officials are now reviewing the subject for NASA.

What they are likely to find, says Barbara L. McCombs, senior director for motivation and human development for the Mid-Continent Regional Educational Laboratory, is a divided camp on the issue of whether technology "really makes a significant difference."

Given the nation's more pressing family, economic, and social problems, which are tied to poor educational performance, she adds, "I can think of better places to put the money."

Father Acker concedes that Wheeling is taking a risk in tackling the large new projects. But that doesn't scare him. "I wouldn't take them if I didn't think we could do them with class."

WASHINGTON UPDATE

- Senate Finance Committee extends 3 college tax breaks
- U.S. to back research on needle-exchange programs
- NIH and NSF to support 3 minority-education programs
- Science board to hold hearings on health of universities
- Pentagon announces science and technology strategy

The Senate Finance Committee last week passed a bill to extend three tax breaks of importance to higher education that are slated to expire at the end of June.

The tax measures would:

- Allow workers to receive up to \$5,250 in employer-provided educational assistance without paying income taxes on the funds.
- Allow wealthy donors to gain the complete tax advantages of making gifts of appreciated property.
- Give businesses a tax credit for increased spending on research.

The Senate bill would extend the three tax breaks for 18 months.

The measures have strong support in the House of Representatives as well, but the future of the bill is uncertain because it is attached to a controversial tax measure that could face opposition in Congress or from President Bush.

—SCOTT JARCHIK

In an about-face, the federal government is now supporting research on needle-exchange programs.

In recent years, the Administration and Congress banned federal support for such research, saying the programs could legitimize the use of illegal drugs.

But legislation with evidence that needle-exchange programs curb the spread of AIDS among intravenous drug users, federal officials in the Centers for Disease Control and the National Institute on Drug Abuse have agreed to support several projects that review results of existing needle-exchange programs.

Walter R. Dowdle, deputy director of the CDC, recently told President Bush's Council of Advisors on Science and Technology that preliminary results of studies of programs in which drug addicts exchange used needles for new ones or bleach used needles to prevent infection "look quite promising."

Mr. Dowdle said that drug addicts were more likely to participate in such programs than had been anticipated.

Don C. Dea Jarvis, director of research for the Clinical Dependency Institute at Beth Israel Medical Center in New York City, said the government's interest in the subject and an increase of support from private sources for needle-exchange programs across the country were very promising. "There's a clear direction of history here," he stated.

Research projects on needle-exchange programs are receiving federal support at the University of California at Berkeley, the University of California at San Francisco, and Yale University. The government still maintains a ban on supporting actual needle-exchange programs. —STEPHEN BURRO

The National Institutes of Health will join forces with the National Science Foundation to support

three educational programs designed to encourage minority students in secondary schools and colleges to pursue careers science and mathematics.

The three programs—the Comprehensive Regional Centers for Minority Achievement, and Alliances for Minority Participation—all aim to create academic enrichment activities to encourage minority students to seek college degrees in science and mathematics.

While the three programs have been supported in the past solely by the NSF, an NIH spokesman said the addition of NIH support would "enhance the prestige" of the programs.

A committee made up of officials from both science agencies will develop a strategy for incorporating biomedical science projects into the existing programs. —S.A.

The President's Council of Advisors on Science and Technology will sponsor its hearings around the country to gather testimony about the health of research-intensive universities.

The council in conducting a review of that subject because of its concerns about the severe financial stresses with which universities are grappling.

The hearings, starting this month, will be at Duke University, the Massachusetts Institute of Technology, the National Academy of Sciences, Northwestern University, the University of California at Berkeley, and the University of Texas at Austin. The council plans to notify hundreds of institutions about the hearings, at which faculty members, administrators, and students will be invited to speak.

The council hopes to issue a report after the November election. —COLLEEN COROES

The Department of Defense has announced a new strategy for acquiring weapons that calls for increased spending on science and technology, even as the military's budget goes down.

The document describing the Pentagon's new acquisition policies says the breakup of the Warsaw Pact and the Soviet Union has allowed the United States to cut back on the number of new weapons produced. But "the need to maintain technological superiority," the document adds, "will drive us to increase efforts in developing new and innovative technology."

The new strategy focuses on advances in information technology, closer links between researchers and military officials, and a much more intense period of demonstrating the feasibility of new technologies before moving them into production. —C.C.

Congressional Pork 101A

■ "Earmarking" is the code word for giving vast funds for research to colleges in the name of power and prestige. It's nothing but pork barrel science.

Despite deficits and the recession, Congress this year approved a whopping 90 percent increase in the tax dollars it has sent directly to federal colleges and universities. The provision of having them elected officials decide where to spend the money should not be taken as a sign of wisdom, but rather as a sign of the power and prestige that can be gained by having the money sent to Washington from this source.

It is a sign of the power and prestige that can be gained by having the money sent to Washington from this source.

Pork Problem College Projects Come Under Fire

WASHINGTON (UPI)—Money sent by Congress for projects at West Virginia and other colleges has been called "pork barrel science" by some critics. The money is sent to the colleges in the name of research, but critics say it is nothing but pork barrel science.

It is a sign of the power and prestige that can be gained by having the money sent to Washington from this source.

'Pork barrel science'

One member of Congress on opportunity to send tax funds, and some of them will be sent to West Virginia. The money is sent to the colleges in the name of research, but critics say it is nothing but pork barrel science.

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Expensive education

The federal government is going to be the last to fund higher education, should it qualify for the money. We think it is a Congress that is

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Pork barrel science getting out of hand

COLUMBIA University is sharing an \$8 million grant with the University of California at Berkeley, the University of California at San Francisco, and Yale University. The government still maintains a ban on supporting actual needle-exchange programs.

It is a sign of the power and prestige that can be gained by having the money sent to Washington from this source.

Supercollider in Jeopardy After House Votes to End It

Continued From Page A21

sions will be resolved by House-Senate conferees. Congressional aides are already predicting a major battle over which lawmakers will be selected for the House-Senate panel.

Some observers believe that even if the panel is filled with Texans, it won't be able to provide much support for the supercollider, and that last week's vote permanently damaged the project.

An aide to Rep. Sherwood L. Boehlert, a New York Republican who has been one of the most-

ve critics of the collider, predicted that the 51-vote margin in the House would send a clear message to House-Senate conferees that any support for the project next year would have to be minimal. That will make contributions more difficult to secure from foreign countries already uneasy about Congress's commitment, he said, and make international collaborations of scientists to build the supercollider's detectors "harder to pull together."

"This guarantees that a year from now, the Japanese won't give

a billion dollars to the project," he said. He and others admitted they were surprised by the vote, which came one week after the House narrowly defeated a constitutional amendment to balance the budget.

Rep. Dennis E. Eckart, an Ohio Democrat who led the fight to kill the supercollider, said the deflating mood of Congress was clearly an important factor in persuading lawmakers who supported the project last year to vote against it this year.

But he added that his colleagues had also been strongly influenced by the project's poor management, overpricing, and inability to attract foreign contributions. "The House did not vote to kill the supercollider," he said. "It died from wounds that were self-inflicted. This project has left a trail of broken promises."

"They Wanted a Budget Scarp"

An aide to Rep. Joe Barton, a Texas Republican who led the fight to continue support for the collider, called that "absurd," adding that proponents had demonstrated that the project was not affected by financial or management problems.

"They wanted a budget scarp that they could take home and wave in front of voters," he said, "and this one fit the bill."

During the contentious debate,



Rep. Sherwood L. Boehlert: Proponents are making "exaggerated claims" about what the supercollider can do.

Mr. Boehlert—who joined Mr. Eckart, Rep. Howard Wolpe, a Michigan Democrat, and Rep. Jim Sinterly, a Kansas Democrat, as co-sponsors in the amendment to kill the collider—expressed amazement at the tactics that had been

used in previous years to buy money flowing to the project. He said the Department of Energy was conducting a deceptive "shell game" by claiming that equipment for the supercollider that the agency pays to have

constructed abroad using cheap labor is "a foreign contribution," and that proponents were making "exaggerated claims" about what the supercollider could do.

"Contrary to all the hype," Mr. Boehlert said, "the SSC will not cure cancer, will not provide a solution to male-pattern baldness, and will not guarantee a World Series victory for the Chicago Cubs."

The debate followed a flurry of letters to lawmakers last week from Mr. Boehlert and others who had hoped to win last-minute support for their positions.

In two "Dear Colleagues" letters headed "Dear Doublets" and "Dear Doublets II," Mr. Boehlert and Mr. Wolpe attempted to illustrate the inconsistencies in the public and internal statements of Energy Department officials regarding cost overruns and delays in the project. In a third letter, mimicking the conviction David Letterman, Mr. Boehlert listed the "Top Ten Reasons to Join Me in Opposing the SSC."

"Half-Truths and Distortions"

Mr. Barton shot back with a six-page letter of his own. "Get All the Facts Before You Vote," rebutting his opponents' charges and listing the project's successes and benefits to society.

"You have recently been swamped with letter after letter from supporters asking that you join them in opposing funding for the SSC," he wrote. "It would be one thing if they were presenting their case in a responsible, truthful manner. Instead, opponents rely on half-truths and distortions."

To bolster such arguments, the National Association for the Superconducting Supercollider, an industry group, asked lawmakers to let a letter signed by more than 570 physicists from 54 laboratories and universities in 24 states to continue the project's support.

Supercollider officials also held a Congressional briefing in Washington and a press conference in Dallas to release a study that suggested that the excess protons produced by the SSC could be used for cancer treatment. Opponents of the project charged that the idea to use the world's most expensive subatomic-particle accelerator for that purpose was ridiculous and was being promoted simply to gain support for the project.

Political Motivation Decried

But a spokesman for the University of Texas Southwestern Medical Center at Dallas, which conducted the study and hopes to build a \$28-million center at the SSC to test proton beam therapy to cure cancer, said that the public efforts and the timing of its release were politically motivated.

"That was not a factor in our decision, as far as I know," said Roy Bode, the medical center's vice-president for public affairs.

However, Rep. Jim Chabon, a Texas Democrat, made sure the vote was considered in last week's vote.

"Cancer patients, please listen to this," he pleaded with his colleagues as the House rose. "It was tonight this will not cure cancer. You know, my friends, it just might."

Congressional aides said they disliked that plan because it would have reduced or eliminated grants for some students.

Under the new definition, unmarried students must be at least

24 to qualify as independent. The conference committee eliminated provisions put into law in 1986 that allowed students under 24 to qualify if they had not been claimed as dependents on their parents' tax returns and had received \$4,000 in income and gifts in the previous year.

Congress's budget office said that the changes would drop students from the Pell Grant program, but the American Council on Education said that Congress has underestimated the effects.

Aside from the needs-analysis system, the committee changed the system that is used to decide Pell Grants are awarded. Lawmakers accepted the idea of considering tuition as a factor in determining the size of the grants, but not as far as many higher-education associations had requested.

Under the compromise plan, tuition would not be considered until the grants go beyond the current limit of \$2,400. Once that limit is exceeded, half of every dollar would go to a basic grant for living expenses and half would go to pay for tuition.

A grant of \$2,500, therefore, would be made up of \$2,400 for living expenses and \$100 for tuition. Higher-education groups, however, had requested that a basic factor be included in the \$2,400. They proposed a basic grant of \$2,000 and \$400 to pay for 30 percent of tuition.

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—THOMAS J. DALY

Compromise College-Aid Legislation Quickly Draws New Threat of a Veto

Continued From Page A21

would grow to \$10,000 a year from \$4,000.

Lawmakers also provided for a major expansion of the Parent Loans for Undergraduate Students program by lifting the cap of \$4,000 a year. They said parents should be allowed to borrow as much as they need for their children's college expenses.

Since all the loan programs are "entitlements" under Congress's budget rules, the higher borrowing limits are guaranteed if the bill becomes law. The Pell Grant program, however, is not an entitlement, so the \$3,700 maximum grant recommended in the bill is not expected to be financed anytime soon.

Struggle to Preserve \$2,400

Lawmakers, in fact, are struggling to hold the maximum grant at \$2,400 a year for the 1993-94 academic year in the face of tight budgets and increased demand for grants because of the recession.

The compromise legislation would set a precedent by adjusting the Pell Grant formula to take into account a student's tuition. Lawmakers agreed that any amount that Congress awarded above \$2,400 should be equally divided for living expenses and tuition. That would mean that a grant of \$2,500 would represent a grant of \$2,450, plus up to \$50 for tuition.

Higher-education associations had recommended a formula that would have allocated more money for tuition to help students keep up with rising costs.

Lawmakers agreed to reject a House proposal, which was supported by the Bush Administration, that would have made colleges ineligible for Pell Grants if their former students had high rates of default on student loans. Supporters of the measure argued that students at high-default colleges and trade schools should not be given grants if those institutions are not eligible to receive loans.

"Why entice students to schools that have been considered unworthy to participate in the student-loan program?" asked Rep. Marge Roukema, a New Jersey Republican.

Democrats maintained that it would be unfair to penalize Pell Grant recipients for loan defaults by others. Rep. William J. Jefferson, Democrat of Louisiana, said

that many students at historically black colleges would lose their chance for an education because of defaults that he said could be traced to college dropouts.

Another important compromise appeared to settle a hot debate over the aid-application system. The fight pitted some aid officers and application-processing companies against lawmakers who were interested in simplifying the system and keeping more students from paying application fees, which are now \$6.75 or more.

The conference committee decided that application processors—such as the College Board and the American College Testing Program—should print a federal application that students could complete without paying a fee. The legislation said the processors should attach eight additional questions to the federal application so that state agencies could use them to award state scholarships as well.

Lawmakers specified that colleges could require students to pay for a second application that would be used for institutional aid. Nothing aid officers' fears about the application that might result from two applications, the conference committee agreed that the forms could be distributed and collected together.

Lawmakers also agreed that students enrolled in colleges should not be required to complete new applications each year. The conference committee said students should re-apply by updating their data from the previous year.

'A Workable Outcome'

Congressional aides and officials from the application-processing companies were both pleased. "It looks like a workable outcome," said Lawrence E. Gladioux, executive director of the College Board's Washington office.

Lawmakers also grappled with the touchy political issue of providing Pell Grants to prisoners. After much debate, the conference committee opted to keep prisoners in the Pell Grant program, rejecting the ban that had been approved in the House floor in March by a vote of 351 to 39.

The committee accepted provisions from the Senate bill that would ban grants to inmates who have no chance for parole, and that would allow grants for other prisoners to be no larger than the cost of their education.

Bill Could Deny Grants to 300,000 Students, Observers Fear

WASHINGTON While most college officials were applauding the compromise version of the higher-education bill, some lobbyists were concerned about a potential technical problem that could deny grants to hundreds of thousands of students.

Officials of the American Council on Education said last week that their computer model gave them a result that is different from the one Congress came up with when it predicted the effects of changes in the "needs analysis" system that the House-Senate conference committee developed. Needs analysis is a complex system that the government uses to determine who is eligible for aid.

The American Council concluded that the changes would end Pell Grants to 200,000 to 300,000 undereducated students who are financially independent of their parents. Congress, using analyses from the Congressional Budget Office, indicated that the grants would not be eliminated.

Lawmakers on the conference committee were made aware of the dispute and said that any displacement of students was unintended. They said they would amend the legislation in the future if the council was proved correct.

Lawrence A. Smith, director of legislative analysis for the council, said it was pleased with that assurance and was continuing to study the effects of dozens of changes in the needs-analysis system.

The difference of opinion illustrated the tremendous effects on students of every item in the needs-analysis system. Lawmakers re-

wrote the entire system during the reauthorization process by melding two separate formulas—one for Pell Grants and one for all other programs—into a single formula.

Congressional aides said last week that their tedious work had produced a system that would be easier for students and their parents to understand. "It really does make sense if you walk someone through it," said Thomas R. Wollman, the chief aide to Rep. William D. Ford, chairman of the House Education and Labor Committee.

2 Changes Cited

Two changes in particular are believed to have led to the difference of opinion between Congress and the American Council on Education. The first is a reduction to \$5,000 a year from \$6,500 a year in the allowance for living expenses for single, independent students. The second is a change in the definition of "independent student."

Reducing the amount that the government believes single, independent students need for living expenses is important, because it would cause more of the students' income to be labeled as available for college expenses. Consequently, students would qualify for less aid.

The new definition would also have an impact because it was made tighter to keep many middle-income students from qualifying as independent even though they depend on their parents for most of their support.

Under the new definition, unmarried students must be at least

24 to qualify as independent. The conference committee eliminated provisions put into law in 1986 that allowed students under 24 to qualify if they had not been claimed as dependents on their parents' tax returns and had received \$4,000 in income and gifts in the previous year.

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—THOMAS J. DALY

LOBBYING GROUP ALSO CHARGED

5 Community-College Leaders Indicted in Ohio Contributions Scandal

By JOE MERCER

Four former and present community-college presidents and a former college-association head were indicted in Ohio last week for allegedly using public money for political and personal gain.

"The indictments handed down by a Franklin County grand jury included charges of theft, theft in office, and tampering with records."

The Ohio Technical and Community College Association was charged by Prosecuting Attorney Michael Miller with engaging in a pattern of corrupt activity, theft, tampering with records, and concealing the source of political contributions. Harold L. Roach, the association's former executive director, was indicted on the same charges, as well as perjury.

Fourteen other community-college and technical-college presidents were charged under "obscure" information, "withholding their right to a court trial and accepting the prosecutor's findings in their cases. The charges against those presidents included theft, tampering with records, and concealing the source of political contributions."

The 14 presidents will enter Franklin County's "diversion program" for first-time, non-violent offenders. If entering the program, the presidents agreed to avoid further brushes with the law, undergo periodic drug testing and psychological evaluation, and perform community service. They must also pay fines and restitution. When the program is completed, the charges will be erased from their records.

Charges Will Be Fought

All of those indicted said they would fight the charges, which they said were unfair. Lawyers for those who accepted the diversion program said they were doing so to avoid lengthy and expensive trials, not because they were guilty.

Except for the political-contributions charge, all of the charges in the cases are felonies carrying jail sentences ranging from six months to 23 years and fines of \$2,500 to \$25,000.

Ohio laws state that public money must be used for valid public purposes. Under the law as it has been understood, those purposes do not include promoting a political candidate.

The presidents indicted were: John L. Light of Hocking Technical College; Paul R. Ohm, formerly of Belmont Technical College and now president of Kellough Community College; Jacob Seis, formerly president of Owens Community College; and J. Richard Technical College.

Mr. Light and Mr. Ohm were charged with engaging in a pattern of corrupt activity and concealing the source of political contributions, a charge that Mr. Seis also faces.

Mr. Ohm said the charges were



The Franklin County prosecutor, Michael Miller (left), is pursuing the corruption case. He is shown with a special prosecutor, Rocky Costa.

"intriguing, ridiculous, and completely false."

The indictments followed a two-year-long investigation by the Ohio State Highway Patrol, the state auditor's office, and state prosecutors. The probe was spurred by allegations that Lewis C. Miller, former president of the Southern State Community College, had mismanaged college money and used it for campaign contributions.

His successor, George R. McCormick, pressed state officials and the Federal Bureau of Investigation to link into the investigation. The FBI probe is continuing.

Mr. Miller, charged with tampering with records and concealing the source of political contributions, chose the diversion program.

Special Audit

Meanwhile, a special audit was released by state Auditor Thomas E. Ferguson a day after the indictments. The audit revealed that the colleges had paid dues to the association that were supposed to cover operating expenses. But documents examined "created the appearance that a number of college presidents may have agreed to utilize college funds for political . . . contributions, and in some cases, for personal use."

Prosecutors also have referred to a "fun fund" maintained by the association, which paid for golf and fishing outings and other activities.

Thirty-three former and current presidents should repay more than \$55,000 to the state, while Mr. Roach should repay more than \$15,000, the audit said.

Mr. Light's lawyer, Rick S. Keitcham, said his client would plead not guilty to all charges as well.

In the estimation of Charles J. Lantz, attorney for Mr. Roach, the case is "much ado about nothing."

Mr. Lantz said: "An executive

audit—\$7,600. Richard Melott, former president of Lorain Community College, owes the smallest amount—\$30.75.

Auditors said Mr. Roach often sent personal checks to state lawmakers or political organizations for fund-raising events and attached a letter identifying the

"You Have Ohio State providing tickets to football and basketball games to legislators. Is that an effort to unduly influence them?"

president who was attending the event or contributed to it. Mr. Roach then sent invoices for "legislative consulting services" to the presidents. The invoice amount often "coincided with the amount of the contribution, and the date on the invoice coincided with the date of the political event," the report states. Legislators who received contributions often sent acknowledgments to the presidents.

Mr. Ohm said the invoices were for services that the association had provided to the colleges, such as following a bill through the legislative process or researching a bill.

"The prosecutor feels the payments were for tickets to fund raisers, and I can document that they were not," he said.

Mr. Light's lawyer, Rick S. Keitcham, said his client would plead not guilty to all charges as well.

In the estimation of Charles J. Lantz, attorney for Mr. Roach, the case is "much ado about nothing."

Mr. Lantz said: "An executive

director of the association, my client was essentially a functionary of the organization. Dr. Roach did nothing that was illegal, and nothing that was unethical."

The association's efforts were aimed at "obtaining the assistance of legislative leaders for the furtherance of their institutions—to expand facilities, obtain funding for projects," he said. No president benefited personally, Mr. Lantz added.

"It's a Gray Area"

"I use this analogy: You have Ohio State providing tickets to football and basketball games to legislators. Is that an effort to unduly influence them?"

As for whether state law prohibits presidents from making political donations on behalf of public colleges, Mr. Lantz said, "It's a gray area."

Luther L. Liggett, a lawyer for the college association, said that the charges were an "absolute sham."

Thomas L. Rosenberg, who represents several of the presidents, said the individual college boards "are almost uniformly behind" each president charged. No president was asked to resign, but some retired.

June L. Lewis, executive director of Cummington Chase in Ohio, was pleased with the indictments. But she said the investigation didn't go far enough in assessing blame.

"We had elected officials who signed thank-you notes to those college presidents, but the officials claim they were unaware these presidents gave them contributions," she said.

14 in Diversion Program

The 14 presidents or former presidents entering the diversion program are: James Czarnowski, former president of Lakeland Community College; Edward L. Florak, president of Jefferson Technical College; Byron B. Kee, president of North Central Technical College; Richard J. Libby, president of Modkham Area Technical College; Carson K. Miller, president of Washington Technical College; James O. Miller, president of Northwest Technical College; Lewis C. Miller, former president of Southern State Community College; Harold M. Nestor, president of Columbus State Community College; Omar Olson, former president of Lorain Community College and the current executive director of the Ohio Technical and Community College Association; David H. Ponitz, president of Sinclair Community College; Albert Clark State Community College; Richard J. Simon, president of Terra Technical College; Frank Taylor, former president of Shawnee State Community College; and Frederick Schlimm, former president of Cincinnati Technical College.

Business & Philanthropy

PHILANTHROPY NOTES

- U. of Alabama is given \$10-million for its business school
- Two colleges receive gifts to build performing-arts centers
- Former trustee gives institute for advanced study \$10-million

The owner of the Tampa Bay Buccaneers football team has promised \$10-million to the University of Alabama for its business school. It is the largest gift ever to the university.

High F. Culverhouse, a businessman and lawyer in Tampa, Fla., plans to spread part of the gift to his alma mater over several years, with the remainder to be paid by request. Mr. Culverhouse received business and law degrees from Alabama in the 1940's.

Campus officials say the money will create an endowment for the College of Commerce and Business Administration. It will support student scholarships, faculty development, and various programs.

The gift kicked off the university's announcement of a five-year, \$165-million capital campaign and brought to \$62-million the total received in gifts and pledges.

—JULIE L. NICKLIN

Both Albion College and Union College in New York have received gifts to build performing-arts centers.

At Albion, a \$6-million gift came from Gladys Laquiere, an arts patron from nearby Boise who had previously given the college and the Boise Philharmonic \$2-million for music education and performances on the campus.

College officials said the new gift would be used to build a center in house on a 175-seat recital hall, gallery space, and the music, drama, dance, and visual-arts departments.

The Institute for Advanced Study in Princeton, N.J., has received a \$10-million bequest from a former trustee. The gift is the institute's largest ever. Gladys Kribe Delmas, who served on its Board of Trustees from 1978 until her death last year, stipulated in her will that the money be added to the institute's endowment. The gift will bring the endowment's value to \$210-million.

Officials said the income earned

on the gift would help support programs in history, social science, mathematics, and theoretical physics.

The institute was created in 1930 as an independent center for scholarship. About 20 faculty members are organized in four schools, and each year about 160 scholars from around the world are invited to conduct research there.

Ms. Delmas and her husband, Jenn, were executives of the Locite Corporation, which Ms. Delmas's father founded, Locite, in Hartford, Conn., manufactures adhesives and sealants. —J.L.N.

Briefly Noted

■ The Helene Fuld Health Trust has awarded \$2.1-million—its largest single grant ever—to the National League for Nursing to develop a computerized data base with information on nursing programs throughout the country. The league, the accrediting body for nursing schools, will also use the money to offer career counseling and job-placement services.

■ The foundation created by the founder of the Tandy Corporation has given Texas Christian University \$250,000 for an endowed professorship in ranch management. Started in the 1950's as a service to local ranchers, the program now attracts students from around the world for a nine-month certificate course that exposes its 35 students to various aspects of cattle and horse ranching, and meat and wool production.

Loyola U. of Chicago Will Close Its Dental School in June 1993

By GOLDIE BLUMENSTYK
Loyola University of Chicago has announced it will close its dental school in June 1993.

Loyola officials said the closing was necessary because enrollment had fallen, and it was no longer prudent for the university to subsidize the school's annual deficits, which have recently run as high as \$3-million.

They also said advances in dentistry had lessened the need for dental schools. "Unlike the past, fewer dentists are required to care for the population," said the Rev. Raymond Baumhart, Loyola's president.

The American Association of Dental Schools disputed Loyola's assessment of the need for dental education and urged the university's trustees to reconsider the closing.

"To make that decision is their prerogative," but the association "is taking strong objection" in their justification, said Allan J. Formicola, president of the association and dean of the school of dentistry at Columbia University. "From a national perspective, there is a need for this school."

In a prepared statement, the association acknowledged that oral health in the United States

had improved, but also said the need for dentistry would remain high as the population ages.

Counting Loyola's, there are 55 dental schools nationwide. Five private dental schools have closed in the past six years.

Enrollment Fell by Half

Loyola officials said the decline in enrollment was a key factor in the closing. Loyola's school, like the other private schools, depended heavily on tuition income. The school has 260 D.D.S. students, about half as many as it had 10 years ago.

The university would require \$30-million in additional subsidies to keep the dental school open through 1996, said James A. Reilly, Loyola's assistant vice-president of public relations. Although Loyola is financially sound, trustees considered the closing "a business and an academic decision," Mr. Reilly said. "We're not needed, and we're losing money at it."

The 60 full-time faculty members and some part-time faculty will remain on the payroll through June 1993. Other employees will be offered transfer to other divisions in the university.

PRIVATE GIVING TO COLLEGES AND UNIVERSITIES

CHARLES A. CANNON CHARITABLE TRUST
P.O. Box 848
Concord, N.C. 28026
Support for support of programs: \$250,000 to Lees-McClellan College.

AMON G. CARTER FOUNDATION
3215 NCHS Center
P.O. Box 1038
Port Worth 76101

Art history. For a professorship: \$100,000 to Austin College.

JOSEPHUS DANIELS CHARITABLE FOUNDATION
218 South McDowell Street
Raleigh, N.C. 27605-1321

Support. For the capital campaign: \$100,000 to Shaw U.

DREISER FOUNDATION
P.O. Box 742
Dallas 75221

Facilities. For a fine-arts center: \$500,000 to St. Bonaventure U.

PRUDEN FORUM
1501 Wilton Boulevard
Arlington, Va. 22209

Media. For the Center for Integration and Improvement of Journalism: \$150,000 to San Francisco State U.

HELENE FULD HEALTH TRUST
408 Lexington Avenue, 28th Floor
New York 10017-4

Nursing. For a computerized data base on every nursing school in the country: \$2.1 million to National League for Nursing.

JAPAN FOUNDATION CENTER FOR GLOBAL PARTNERSHIP
152 West 67th Street, 39th Floor
New York 10019

International issues. For the Japan-United States Committee for Promoting Economic and Social Development in East-Central Europe: \$225,353.

—For projects on U.S.-Japan relations: \$200,000 each to Princeton U. and U. of Hawaii at Manoa.

—For projects on competition policy in a global economy: \$249,621 to U.C. California at Santa Barbara.

—For a comparison of Japanese and American policies to promote the employment of people with disabilities: \$112,684 to Virginia Commonwealth U.

ANNE BURNETT AND CHARLES D. TANDY FOUNDATION
801 Cherry Street
Port Worth 76102

Ranching. For a professorship in ranch management: \$250,000 to Texas Christian U.

UNION PACIFIC FOUNDATION
Meritt Tower
Eight and Eaton Avenues
Bethlehem, Pa. 18018

Computers. For computer links between the Writing Center, the English department, and other campus facilities: \$150,000 to Texas Christian U.

WALTON FAMILY CHARITABLE TRUST
125 West Central
Bentonville, Ark. 72712

Campus activities. To develop the Web Arts and Music Series: \$1-million to U. of the Pacific.

GIFTS & REQUESTS
Georgia State University. For the building: \$250,000 to \$350,000 from National Bank of Commerce.

Vassar College. For scholarship: \$100,000 from the estate of Mildred Johnson.

—Unrestricted bequest of \$22,479 from the estate of Evelyn Stone Johnson.

—For a professorship: \$1-million from the estate of Malcolm Smith.

—Unrestricted bequest of \$22,479 from the estate of Anne L. Thompson.

Students

Private Colleges Unveil Tuition Discounts and Loans to Woo Middle-Income Students

Programs are latest salvo in the admissions wars

By MICHELE N-K COLLISON

Private colleges are offering tuition discounts and loan programs to lure middle-income students who increasingly have been attracted to less costly public institutions.

The programs give students tuition discounts of up to \$7,000 if they meet certain criteria—often family-income level or a minimum grade-point average. Some institutions offer loans that students need not repay if they meet certain conditions, such as graduating with a grade-point average of at least 3.0.

The tuition-discount programs are the latest salvo in the admissions battle. Many of the private liberal-arts colleges offering the programs have more spaces in their freshman classes than they have been able to fill. The number of high-school graduates has been declining since 1978, and colleges have had to scramble for their share.

Turning to Their Waiting Lists

Once again, many private institutions have accepted more students for admission than they have in the past and have taken students off their waiting lists in all classes.

While some private institutions are struggling to maintain enrollments, many public colleges and universities have seen increases. In such states as California and New York, which have imposed sharp tuition increases to compensate for budget cuts, enrollment at some public four-year campuses decreased while enrollment at community colleges has increased.

As a result, private institutions are fighting over a dwindling pool of potential students. "The competition among private colleges is fierce," says Michael S. McPherson, a professor of economics at Williams College. "Colleges are more desperate to cut a deal. The top institutions are going a little deeper into their application pools, and that makes it much harder for the next tier to get their class. You tend to see these tuition-discount programs promoted most energetically at colleges that are not at the top of the pecking order."

In addition to offering tuition discounts, some private colleges and universities have frozen their tuition rates or have given parents an opportunity to pay a fixed rate.

"We hope the lower price encourages bright students back into private colleges and universities," says John A. Synodinos, president of Lebanon Valley College. "We've been pushing the best kids to go to the public sector."

Achievement-Based Scholarships
Lebanon Valley hopes to win back some of those students by offering achievement-based scholarships. Students in the top 10 percent of their classes, will have to pay only half of Lebanon's \$12,500 tuition.



John A. Synodinos, president of Lebanon Valley College: "We hope the lower price encourages bright students back into private colleges and universities."

Students in the top 20 percent will receive a 33-percent discount and those in the top 30 percent will get a 25-percent discount. The plan may be working. In 1991, 181 students were enrolled in the freshman class, and 91 of them were in the top 30 percent of their high-school classes. This fall,

"Colleges are more desperate to cut a deal. Top institutions are going a little deeper into their application pools, and that makes it much harder for the next tier to get their class."

295 students will be in the freshman class; 170 graduated in the top 30 percent of their high-school classes. "Many of these students would not have come to a private college because they would not have had the choice," Mr. Synodinos says.

A number of institutions have instituted programs:

■ Hartwick College offers "conversion" loans to students. If a student borrows \$3,000 and earns a B-average by the end of the freshman year, the college will convert \$1,500 of the loan to a grant. If the student continues to earn a B-average, the entire loan will be replaced by a grant for the junior and senior years. Tuition for 1992-1993 is \$14,350.

■ Antioch College lends middle-income

students up to \$7,000 a year for a minimum of \$28,000. If the student graduates, the loan is forgiven. Tuition at Antioch is \$14,038.

■ Saint Norbert College offers a guaranteed-tuition plan that allows parents to lock in tuition for four years. Parents pay a one-time fee of \$2,000 that exempts them from annual increases in tuition, which has increased by 27 percent over the last four years—from \$8,455 to \$10,730.

■ Dominican College in New York offers a fixed tuition rate of \$7,140 for the entire four years.

"We hope this fixed tuition rate will encourage new students to enroll," says Sister Kathleen Sullivan, president of Dominican. She acknowledges that the institution is taking a risk. But if Dominican had raised tuition, she says, the college probably would have enrolled fewer students in the fall. "If we have new enrollees and retain our continuing students, it won't have a negative impact on our finances," the president says.

The tuition discounts are part of an aggressive campaign by private colleges to persuade parents that, although tuition at public colleges is cheaper, private colleges may be a better value, offering such things as smaller classes and better advising. Many private colleges have successfully used merit scholarships in the last three years to woo middle-income students who did not qualify for need-based aid. The tuition discounts are aimed at middle-income students who can't get financial assistance.

Continued on Following Page

The Pioneer Press listed 10 alleged violations—five of the National Collegiate Athletic Association's rules, five of university rules—that led to Ms. Delia's dismissal. Among the charges: that the Delia had housed an athlete for two

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NCAA Begins National Campaign to Counter Negative Publicity

Continued From Preceding Page
The sports scandal at the University of Virginia, where he was athletics director from 1981 to 1987. The NCAA used last week's seminar to show another side of Mr. Schultz and the association to reporters from Richmond and Lynchburg, Va., among others.

"It is important that the Washington-area media understand our story, with regard to the issues that are of importance," said David E. Cnwood, an assistant executive director at the NCAA. "Congress is one of our primary publics, and they are going to depend on your publications to form their initial opinions. Too often, they've formed negative perceptions because their initial impressions haven't been based on facts."

Focus on 3 Issues

The day-long seminar focused on three issues that have been generating a lot of headlines, or are likely to do so in the coming months: gender equity, certifi-

cation of athletics programs, and the NCAA's investigative process.

On the gender issue, the association released statistics showing that while football is the largest roadblock to equity between men's and women's sports, the picture is not perfect even when football is excluded from the equation.

Ursula R. Walsh, the association's director of research, said that even after removing from consideration the NCAA sports played only for men and women—football, ice hockey, wrestling, and water polo for men and field hockey for women—the number of male athletes and the money spent on operating and recruiting costs for men still in Division I far outweighed the amounts for women.

"People say, 'If you just could take football out of the mix, we don't have a problem,'" says Phyllis Howett, assistant commissioner of the Big Ten Conference and co-chair of the NCAA's special gender-equity committee. "This shows we do have a problem with

football out of the mix, and that we have a lot of work to do."

Ms. Howett and Mr. Schultz both said they thought that efforts to promote equity would bring to the forefront an idea that has been discussed in NCAA circles before: replacing athletic scholarships with need-based aid.

Mr. Schultz said he had mixed feelings about the possibility of get-

"Congress is one of our primary publics, and they are going to depend on your publications to form their initial opinions."

ting rid of scholarships based on athletic ability, saying it could put private universities at a disadvantage, take aid away from middle-class athletes, and create concerns about the flexibility that individual colleges would have in formulating financial-aid packages.

But he said the change would give many needy athletes more as-

sistance than they now receive and create "fairly substantial" savings for many colleges. It also would promote sex equity by eliminating the 95 full scholarships that big-time football programs are permitted to provide.

Mr. Schultz and other NCAA officials also said last week that the association seemed on track to establish a certification process for sports programs at next January's annual convention.

Mr. Schultz first proposed three years ago that the NCAA create a program to regulate those aspects of a sports program that are difficult to control with traditional rules, such as the academic progress of athletes and the administration of programs.

John Leavens, a compliance director at the NCAA, said the association's certification committee would recommend a streamlined program that would emphasize four key areas: academic issues, financial aid, governance issues, and equity.

Such a plan, if it is approved by the NCAA council and presidents' commission this summer, would be much closer in format to the certification proposal offered by the

Knight Foundation Commission on Intercollegiate Athletics than the pilot program the NCAA established two years ago. Sports officials have criticized the pilot program as being too broad and too burdensome.

Several central questions about the certification have yet to be answered, Mr. Leavens said, including the relationship between the NCAA's plan and efforts by regional accrediting groups to oversee sports programs.

Opposition Reported

Some college presidents are reportedly considering opposing the NCAA certification plan, favoring instead the new standards established by the Southern Association of Colleges and Schools to regulate athletics programs.

Another major issue that has not yet been decided by the certification committee is what the public will learn about the review of a sports program. Neil S. Buehler, president of West Virginia University, said he thought the results of an institution's review should be made public, and Mr. Leavens said he believed the certification panel would take the same position.

Athletics

Disparaten Case

Mikhail S. Gorbachev's first visit to Israel set off a flurry of competition among the country's seven universities—and between them and the Foreign Ministry—for the former Soviet president's time and attention.

Just as when most Israeli universities hold meetings of their Boards of Governors, which typically include many members—many of them major donors—from overseas. The opportunity to introduce board members to a major international personality—and specifically, one who was responsible for decriminalizing Zionism in his country and for allowing Soviet Jews to emigrate to Israel—was one the universities jumped at. Mr. Gorbachev also made an official invitation from the Israeli government.

During his visit last week, Mr. Gorbachev made appearances at the Technion-Israel Institute of Technology in Haifa, at Bar-Ilan University in the Tel Aviv suburb of Ramat Gan, and at Bar-Ilan University in Tel-Aviv. He was originally invited by the Technion, which awarded him its \$35,000 Harvey Prize for his contributions to world peace. The award stirred some controversy on the campus and a handful of faculty members boycotted the ceremony to protest his selection.

The newspaper *Ha-Aretz* also reported that Tel Aviv University had invited the former Soviet leader to receive an honorary degree, but had conditioned the award on Mr. Gorbachev's agreeing to give a speech at the ceremony. When the university reportedly was informed that Mr. Gorbachev had agreed to a speech was \$10,000, the institution revoked its invitation.

But police arrested 10 students this month at Nairnbi University.

According to press reports, the police entered the campus after students started rioting, damaged buildings, and tried to block the road to the official residence of Kenyan President Daniel Arap Moi. Disturbances with cafeteria food reportedly sparked the violence, but reports from Nairobi said students also were angry with the university's refusal to recognize a new campus organization because of its supposed links to opposition political parties.

The American University of Beirut has been promised \$3-million by the United States to help rebuild College Hall, demolished in a car-bomb explosion in November.

The university has estimated the cost of replacing the structure, which was the oldest on the 125-year-old campus, at about \$200-million.

This donation is a symbolic help and a sign of support of my government to the aid," Ryan Crocker, the U.S. Ambassador to Lebanon, told reporters in Beirut.

International

FROM ADVERSARY TO ADVISER

After Soviet Collapse, Hoover Institution Finds a New Role Abroad and New Interests at Home



Richard Sousa (left), an associate director of the Hoover Institution, outside the U.S. State Department with Branimir Madonov, Third Secretary in the Bulgarian Ministry of Foreign Affairs. "We're not trying to brainwash those guys."

By PETER MONAGHAN

Scholars at the Hoover Institution in War, Revolution, and Peace worked hard for decades to convince anyone who would listen of the evils of Marxism and the regimes that championed it.

The research center located on the campus of Stanford University played what Paul L. Davies, Jr., chairman of its Board of Overseers, describes as "a consistent, principled, and often lonely role in studying the Soviet empire

and exposing its evils." But since the dissolution of the Soviet Union and the end of Communism rule in the former Eastern bloc, some scholars at Hoover have been wondering just what the institution should do now.

Attention to Domestic Policy

"People here are very excited and positively attuned to movement toward democratic capitalism and other developments in Europe and the former Soviet Union," says John Raisian, the direc-

tor of the Hoover Institution. "But follows here are beginning to ask themselves, now that there are these positive developments abroad, if it's time to be concerned about problems here at home."

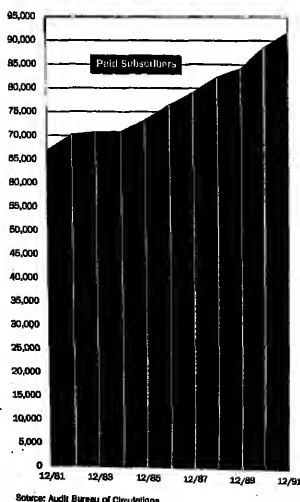
That domestic policy is being given more attention by scholars here is just one of several changes at the Hoover Institution, the most striking and richly ironic of which is the transformation of its relationship with the former Communist Union.

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Thanks!

The Chronicle of Higher Education

Audited Circulation



Athletics Notes

Continued From Preceding Page
Days in 1988 and lent athletes a bicycle and a car.

Ms. Dell, whose teams have participated in the national championships in 13 of her 19 years at Minnesota, said that male coaches typically kept their jobs despite committing minor infractions.

She said she had filed complaints with the Equal Employment Opportunity Commission alleging sex and ethnic discrimination.

—KRISTIN LIXE

Students at the University of Wisconsin at Madison have sued the university in state court, claiming a \$10-a-semester fee to help bail out the debt-ridden Badger sports program is unfair.

The fee was first imposed three years ago, when the athletics department was about \$2-million in the red. After receiving \$2.2 million from the fee, the program still has a \$1.9-million deficit, a college spokesman said.

At the request of Chancellor Donna E. Shalala, the Board of Regents voted this month to extend the fee for two years. The money is part of \$120 in various fees that students pay each semester.

Victor DeJesus, a senior who is co-president of the Wisconsin Student Association, which filed the suit, said the group supported the sports program but did not feel that students should have to bail it out.

He also said the regents did not have the authority under state law to levy the fee, which is expected to be included on tuition bills that will be sent out next month.

The student association sued both to block the fee and to get a judgment on whether the board has the right to impose it at all. The students claim that the fee must be approved by a student committee.

William J. Richter, assistant vice-chancellor for administration at Madison, said state laws gave the regents the authority to levy

fees that are "necessary and relevant to the educational purposes of the university." He said the athletics fee was needed to "stabilize" the athletics department and help retire its debt.

Briefly Noted

■ As expected, a House-Senate conference committee adopted its

PEOPLE IN ATHLETICS

Rick Brown, men's basketball coach at U. of Wisconsin at River Falls, also to director of men's athletics.

James H. football coach at Hampden-Sydney College, also to athletics director.

Ronnie Chaske, men's golf coach at Sam Houston State U., to athletics director.

Jody Conradt, women's basketball coach at U. of Texas at Austin, also to interim director of women's athletics.

John P. McGinnis, director of sports information at Siena College, also to interim athletics director.

Don Orelson, former athletics director and football coach at U. of Missouri at Columbia, to interim director of athletics at Missouri.

Ronald Parnham, assistant athletics director and men's lacrosse coach at U. of Vermont, to athletics director at U. of Wisconsin at River Falls, to director of women's athletics.

Gonnie Foster, women's gymnastics coach at U. of Wisconsin at River Falls, to director of women's athletics.

Danny L. Fox, men's basketball coach at Cardinal Stritch College, also to athletics director.

Amy Frankenstein, assistant commissioner of the Eastern College Athletic Conference, to athletics director at Coe College.

Ron Gaudin, director of gifts for the University of Illinois Foundation, to director of athletics at U. of Illinois at Urbana-Champaign.

James H. Heston, commissioner of the Big West Conference, to executive director of the National Association of Basketball Coaches.

John W. Hoke, professor of agricultural economics at Purdue U., also to interim director of athletics.

Gay Hunter, athletics director at U. of Idaho, to athletics director at Wichita State U.

Norm Sundstrom, athletics director at Allegheny College, has moved to Allegheny College, effective June 30.

Richard E. Adams, athletics director and men's lacrosse coach at Dartmouth, to athletics director at Wesley College.

part of its reauthorization of the Higher Education Act a measure that will require colleges to publish the revenues and expenditures of their sports programs. The measure was sponsored by Rep. Phil Henry, a Michigan Republican.

■ California State University at Fresno has decided to drop its men's water-polo team, citing financial difficulties.

President of the National Association of Collegiate Directors of Athletics.

George A. King, Jr., athletics director at U. of Wisconsin at Madison.

Mike Lada, former athletics director at U. of Washington, to athletics director at Auburn U.

Charles McElendon, executive director of the American Football Coaches Association, has announced his retirement, effective February 1994.

Sandra Moore, interim athletics director at Kenyon College, to director of athletics, health, and physical education at State U. of New York at Oswego.

Randy Mueller, associate director of athletics at Portland State U., to director, effective July 1.

Thomas J. O'Connor, athletics director at U. of San Diego, to athletics director at Saint Bonaventure U.

Donald Page, athletics director at U. of Wisconsin at River Falls, has announced his retirement, effective August 31.

John P. McGinnis, director of sports information at Siena College, also to interim athletics director.

Don Orelson, former athletics director and football coach at U. of Missouri at Columbia, to interim director of athletics at Missouri.

Ronald Parnham, assistant athletics director and men's lacrosse coach at U. of Vermont, to athletics director at U. of Wisconsin at River Falls, to director of women's athletics.

Gonnie Foster, women's gymnastics coach at U. of Wisconsin at River Falls, to director of women's athletics.

Danny L. Fox, men's basketball coach at Cardinal Stritch College, also to athletics director.

Amy Frankenstein, assistant commissioner of the Eastern College Athletic Conference, to athletics director at Coe College.

Ron Gaudin, director of gifts for the University of Illinois Foundation, to director of athletics at U. of Illinois at Urbana-Champaign.

James H. Heston, commissioner of the Big West Conference, to executive director of the National Association of Basketball Coaches.

John W. Hoke, professor of agricultural economics at Purdue U., also to interim director of athletics.

Gay Hunter, athletics director at U. of Idaho, to athletics director at Wichita State U.

Norm Sundstrom, athletics director at Allegheny College, has moved to Allegheny College, effective June 30.

Richard E. Adams, athletics director and men's lacrosse coach at Dartmouth, to athletics director at Wesley College.

Changes at Unesco Prompt Some Interest in Having U.S. Rejoin Agency

By KIM A. McDONALD

After nearly a decade, the United Nations Educational, Scientific, and Cultural Organization is correcting some of the problems that led the United States to withdraw from the Paris-based organization in 1964.

A Congressional report scheduled to be released this week concludes that, although some problems remain, Unesco has apparently eliminated many of the poor management practices and much of the overspending that plagued the organization throughout the 1980's.

The report, which was produced by Congress's main investigative arm, the General Accounting Office, is expected to be at the center of discussion at a hearing this week by three Congressional panels

that oversee Unesco's activities. They are the Subcommittee on International Operations and the Subcommittee on Human Rights and International Organizations, both of the House Foreign Relations Committee, and the Subcommittee on the Environment of the House Committee on Science, Space, and Technology.

Administration Is Opposed

While the report bolsters the arguments of U.S. science leaders and lawmakers who believe the United States should rejoin Unesco, the Bush Administration opposes that problems still remain and opposes such a move.

Officials at Unesco, which was established in 1945 to promote international collaboration "through education, science, and culture," have long sought the re-

newed participation of the United States to increase Unesco's credibility and to help support its operations. The agency's budget is \$443-million for the 1992-93 biennium.

U.S. officials had hoped that the American withdrawal from Unesco would force it to make rapid changes in its management, reduce its costly and ineffective administration, and "depollitize" programs such as the New World Information and Communication Order. That effort was developed in the 1970's to help third-world countries obtain more positive press coverage, but Western nations found the program objectionable and charged that it encouraged censorship of the press.

In 1987, a new Director General, Federico Mayor of Spain, took over Unesco, replacing Amadou Mahtar M'bow of Senegal.

Continued on Page A33

With Soviet Demise, Hoover Institution Takes On New Role

Continued From Preceding Page

Hoover fellows have been among the many American scholars advising new governments in the region, particularly that of Russian President Boris Y. Yeltsin.

"We've been offering ourselves as an advisory resource to these emerging democracies in return for knowing what's going on a little more closely than we would have from newspaper reports," Mr. Raisian says.

Over the past three years, Hoover Institution scholars have advised governments in Bulgaria, Czechoslovakia, Hungary, the Mongolian republic, Poland, Romania, and Russia on such policy issues as price liberalization, privatization, fiscal policy, and constitutional reform. Heads of state of many of these nations, as well as government, industry, and union officials—recently have visited the institution, often at the invitation of George P. Shultz, the former U.S. Secretary of State who now is a distinguished fellow at Hoover. Last month Mikhail S. Gorbachev was here.

Some critics of the Hoover Institution are cynical about the apparent sea change in its mission. In an article in *The Nation*, Jon Weiner, a professor of history at the University of California at Irvine, characterized the corps of Hoover fellows deployed to advise the Russian government as "right-wing ideologists, Republican consultants, former Reagan operatives, and old-line hustlers [who] have hyped their influence on Yeltsin in an effort to regain their lost place in the annals of American politics."

While Hoover fellows flocked to Washington in the Reagan years, reinforcing the image of the institution as a conservative, Republican stronghold, Mr. Raisian says, "There's a lot more breadth of opinion here than people really know." Fellows here often mention that the institution has a sizeable minority of Democrats.

An Improbably Prospect

Still, the prospect of Hoover scholars' telling government officials from Eastern Europe how to embrace free-market economics would have been improbable a few years ago. Now the old Eastern bloc is even entrusting young diplomats to the care of Hoover mentors. Twelve diplomats are spending a semester here under a program that grew out of a deal struck among Jerzy Makarezyk, Poland's deputy foreign minister, Mr. Raisian, and Mr. Shultz.

One of those taking part in the program is Branimir Mladenov, the Third Secretary in the Bulgarian Ministry of Foreign Affairs. "This is a unique chance to be in contact with such famous scholars and academicians and politicians whom we know only by their works," he says. "I couldn't imagine it even two months ago."

Among the resident scholars with whom the diplomats have met

are the economist Milton Friedman, a senior research fellow.

The diplomats live in graduate student housing, take classes, and visit local organizations and companies. They also make field trips, including one last week to Washington, where they met with key politicians and diplomats and visited government agencies and international organizations. At the State Department, the Hoover group crossed paths with President Yeltsin's delegation, in town for the summit with President Bush.

"We're not trying to brainwash these guys," says Richard Sousa, an associate director of Hoover. "We like to think America self-interest."

Most observers would grant that the Hoover Institution has succeeded in making its mark, and not just because history has cooperated with its agenda.

The institution was founded in

"We've been offering ourselves as an advisory resource to these emerging democracies in return for knowing what's going on."

1919 by Herbert Hoover, a longtime Stanford trustee, a decade before he was elected President. He intended it to be an archive of historical materials about World War I and humanitarian relief.

Archives Are Famous

The institution's archives have been its greatest claim to fame. For years, scholars and authors who came here—including luminaries like Alexander Solzhenitsyn—have been able to study original documents from the history of this century. The documents include Leon Trotsky's papers, official records of the White Russian side of the Russian Revolution, and unique and rare epistles.

With changes in the world, says Charles C. Palm, Hoover's deputy director, "collecting activity has been greatly intensified." The institution is now gearing up in anticipation of a sharp increase in visits by foreign scholars.

In an era of unusual developments, one of the most extraordinary involving the Hoover Institution was the agreement it reached this year with the Committee on Archival Affairs of the Russian Federation, or Rosarkhiv. Under the pact, the Hoover Institution will microfilm records of the Communist Party of the Soviet Union from 1917 to the party's fall from power last year. Most of the 25 million pieces of paper involved had been classified.

In exchange for receiving the Communist Party records, the Hoover Institution will provide Rosarkhiv with microfilm copies of that material as well as copies of its own vast holdings in Russian and Soviet history.

The agreement, says Mr. Palm, "will bring to scholars everywhere this incredibly important body of new knowledge."

"What it will reveal," he adds, "is anybody's guess."

Protesting Students Seize Buildings in Belgrade

By DUSKO DODER

Students in Belgrade staged a dramatic protest last week against the government of Serbian President Slobodan Milosevic.

Unlike their Tiananmen Square-style student demonstrations in May, the students' tactic this time was to seize the downtown Belgrade buildings of 12 university faculties. Among other things, they called for the resignation of Mr. Milosevic and for new elections.

Until now, students in Belgrade and the rest of Serbia have been less determined than their counterparts in other East European countries in trying to bring down a Communist regime. Protests here have fizzled out, and student leaders have been punished by being sent to the front line in the Serbian Army's wars in Croatia and Bosnia-Herzegovina.

The students also have lacked widespread support among the general population in Serbia, which has been considered politically docile. That may change as United Nations sanctions against Serbia begin to take hold and discontent spreads.

Discontent in the Capital

There has long been discontent in intellectual circles and especially in the capital with Mr. Milosevic's dictatorial Communist rule. But the discontent has not been mirrored in the countryside, where the main source of news has been the propagandistic Belgrade television, largely controlled by the President and his supporters.

Almost 15,000 University of Belgrade students effectively took control of the institution after administrators refused to proclaim a general strike. Rector Rujko Vranac subsequently said, "Students and professors believe in the need for radical changes in our society."

But, he added, there were disagreements about "the ways and means of getting out of the crisis."

A large number of professors joined the protesting students. Ivan Stajenberger, assailed the university administration for failing to stand openly with the students. "If the majority of the students are be-



Signs of Belgrade student protesters say: "Go Away," "Do You Have Plans for Children?" and "Protestants Why Don't We Have Friends?"

hind this, then I am with them," he said.

The student action followed a series of anti-war protests organized by various groups and aimed at toppling the Milosevic regime. On the day of the first protest, tens of thousands of people attended an opposition rally, where speakers blamed the Milosevic government for the war and economic disaster.

Non-Partisan Posture

Student leaders have been careful to maintain a non-partisan character in their protest. Strict security measures were in effect to prevent outsiders from entering the occupied buildings. Some residents supported the protesters by providing them with food.

Mr. Milosevic attempted to ne-

gotiate with separate university groups, but he turned his meeting with four student leaders into a stern lecture. With his police force, he tried to surround the protesters to force them to end the police or the army against the protesters to crush the demonstration, which he said last year. The possibility that the protest could spark a wider movement against his rule is growing.

The authorities apparently hope that the protest will fizzle. High-ranking officials here said the President could be in serious trouble if workers threw their support to the protesters. While no signs of that emerged last week, the protest did spread to other university towns in Serbia. Police were deployed at locations in Novi Sad and Nis to contain demonstrations there.

U. of Mexico Says It Will Proceed With Controversial Tuition Hike

By RHONA STANTLAND DE LOPEZ

MEXICO CITY—The National Autonomous University of Mexico announced last week that it would raise annual tuition to about \$670 a year, the current 6 cents, a level that has been frozen for 44 years.

The university's rector, José Sarukhán Kermes, said the new tuition rate—which amounts to an increase of more than one million percent—would take effect in the fall. The announcement came after months of delay and controversy (The Chronicle, June 10). The university, known as UNAM for its initials in Spanish, historically has prided itself on its dedication to the ideal of an accessible education for all. So, even faced with a dire financial outlook, UNAM hesitated to raise its tuition out of fear that many of its 270,000 students would

be unable to afford much more than the current nominal level of 250 pesos a year, or about 6 U.S. cents. Students have threatened violence if the fee goes up.

The proposed increase must be ratified by the University Council of UNAM. Leaders of student organizations were to meet last week to plan a strategy to oppose the increase. Some said they would consider staging protests and occupying buildings to prevent the University Council from meeting to vote its approval of the plan. When UNAM tried to increase its tuition in 1982, students rioted.

Program to Soften the Blow

Many members of the university community said they were surprised by the size of the proposed increase. At \$670, the new tuition is about twice what most observers

here thought the university would settle for.

In an effort to soften the blow, the university has put together a comprehensive scholarship and financial aid program. A full-time student would not be required to pay any tuition at all for the children to attend UNAM. University officials estimate that 90 percent of UNAM's student body will benefit in some way from the aid.

Mr. Sarukhán Kermes said that the tuition increase in no way altered UNAM's commitment to education for all. In response to critics who have said that a tuition increase would be a step toward privatizing the university, the rector pointed out that UNAM will receive a government subsidy equal to about 90 percent of its operating budget.

International

Changes at Unesco Hearten Those Who Hope U.S. Will Rejoin Agency

Continued From Page A31

whose management of the organization had been the source of much of the discontent. Mr. Mayor promised to make substantial reforms. But in 1990 report by the State Department concluded that Mr. Mayor had been ineffective as a manager and that his organization had not succeeded "in translating his assurances into concrete measures of reform."

"Regrettably, Unesco at this stage does not possess the characteristics of a well-managed and effective organization," said the report, which recommended against the United States' rejoining the organization.

Some of those problems, however, now appear to have been resolved. British officials who put pressure on the Bush Administration to rejoin Unesco, many administration officials believe the prospects of that happening soon are slim, at best.

A State Department official said Unesco's membership fee for the United States of \$55-million per year is one major impediment.

"In these particularly stringent budget times," the official said, "we would have problems coming up with that money."

In addition, many State Department analysts say the reforms at Unesco have been insufficient for the U.S. to consider rejoining.

The specific reasons are likely to be outlined in a report that the State Department plans to issue next month. Some U.S. scientists,

however, think failing to rejoin would be a mistake.

Frank Press, president of the National Academy of Sciences, said that although U.S. scientists now participate in Unesco programs, membership in the organization would allow the United States to influence its agenda.

"If Unesco didn't exist, we would have invented it today," he said, adding that many of the pressing scientific and environmental problems facing the United States, such as climate change, are global in nature and require interaction with developing countries.

Mr. Press said he supported the U.S. decision to withdraw from Unesco in 1984 because of the politicization of the organization's programs. But he said that with Mr. Mayor's success in depoliticizing the organization and reducing much of its bureaucracy, the time had come for the United States to consider rejoining.

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Distressed by Earth Summit, Scientists in Brazil Hold Their Own Meeting

By DANIELA HART

RIO DE JANEIRO—Distressed that science was given little room on the agenda at this month's United Nations environmental conference here, researchers in Brazil organized their own summit on the subject.

The Rio Science '92 Forum provided a platform for a critical assessment by both Brazilian and foreign scientists of what was being discussed at the U.N. Conference on Environment and Development—as well as subjects they felt had been left out of it, including nuclear arms and energy, population, and poverty.

Emilio Candotti, president of the Brazilian Society for the Advancement of Science, said the U.N. conference—which came to be known as the Earth Summit—had failed to address a crucial issue: How can researchers break through barriers that hinder international scientific and technological cooperation?

"The current world order does not favor the propagation of knowledge," he said. "First-world countries prefer giving underdeveloped countries fish rather than fishing rods."

A chronic lack of funds, he said, makes it hard for some countries to put to use even scientific knowledge that is developed locally.

The Rio Science '92 Forum was organized by the Brazilian Society for the Advancement of Science, the Brazilian Academy of Science, and the Federal Institute of Rio de Janeiro, where it was held.

While he agreed that politicians as a rule did not realize the importance of scientific knowledge, Mr. Candotti said a new channel of communication must be opened between the scientific community and parliament.

"The problems that politicians and scientists have had in communicating with each other were not the sole fault of responsibility of the lawmakers, he said. Universities and research institutes tend to be "closed in on themselves," he contended, with little communication with the larger society.

"Scientists," Mr. Candotti declared to a large gathering of them, "are a complicated group to deal with."

Some academics here expressed

the hope that as a result of the U.N. summit, scientific research would be more highly valued in Brazil, young people would show a renewed interest in such subjects as botany and physics, and more funds would become available for research.

Brazil's Minister of Education and Interim Secretary of State for the Environment, José Golemberg, suggested in his opening speech at the science forum that more resources for research might be forthcoming.

"Politicians Are Not Aware"

Some of the scientists said they thought similar meetings could serve to increase the possibility of scientists' gaining some influence over politicians and policy makers in environment-related areas, at least over the long term.

"Science does not attract votes, so politicians tend to ignore it," said Wolfgang Christl, a professor of biophysics at the Federal University of Rio de Janeiro. "Mostly, politicians are not aware of the country's technical and scientific capacity."

A specialist in water pollution, Mr. Pfeiffer said that when he had been able to detect problems and offer solutions to local or state governments, it always had been through his department's initiative, not the government's.

The only Brazilian politician who took part in the debates at the Rio Science '92 Forum was Pablo Feldman, a federal legislator from a "green," or environmentally oriented, political party.

While he agreed that politicians as a rule did not realize the importance of scientific knowledge, Mr. Candotti said a new channel of communication must be opened between the scientific community and parliament.

"The problems that politicians and scientists have had in communicating with each other were not the sole fault of responsibility of the lawmakers, he said. Universities and research institutes tend to be "closed in on themselves," he contended, with little communication with the larger society.

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Some academics here expressed

50,000 Australians Who Applied to College Were Denied Spots This Year, Survey Finds

By GEOFFREY MASLEN

MELBOURNE—An estimated 50,000 Australians who sought admission to one of the country's universities for the year that began in February did not find a place, according to a new survey.

The figure represents an increase of 70 percent over the number of students turned away in 1991, said the Australian Vice-Chancellors' Committee, which here called the survey alarming.

The survey confirmed that demand for higher education in Australia is growing rapidly and may be even worse next year. In some states, the number of students denied a university place this year was double that in 1991.

For the federal government, the figures are all the more worrisome, given that overall higher-education enrollment has grown by more than 60 percent since 1983.

The government provided funds to open up 2,000 new university places this year, but that number represented only a 1-per-cent rise in capacity. Applications for 1992 in excess of 70 percent over 1991.

The chairman of the vice-chancellors' committee, Ken McKinlay, said the situation at school would not improve in the short term. While university leaders

have said they believe the system should be allowed to continue to grow at a steady rate, it would be impossible to meet all the demand without establishing new universities. Given the severe recession now affecting Australia, the government probably will not consider building new institutions.

Universities Criticized

The Higher Education Minister, Peter Baldwin, accused some universities of failing to meet commitments they had made to provide an adequate number of openings.

Mr. Baldwin said the government was looking at a range of alternatives to try to increase higher-education opportunities, including expanding Australia's "open learning project," which provides university courses by television, complemented by printed material. But so far only about 4,000 students have enrolled to take the televised courses.

The reality is that thousands of Australians who are eligible to enroll in a university probably will never get the chance.

Although the country's population of 17-to-19-year-olds is expected to fall over the next three years, a huge jump in the number of students finishing secondary school means that more and more are applying for university admission. ■

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Gazette

Janice Tucker, former associate director of publications at Grinnell College, is director of university relations at U. of Charleston.

James W. Holscher, acting provost of U. of New Haven, is provost.

Leonard A. Valente, former vice-president for academic affairs, graduate dean, and professor of education at U. of Texas at San Antonio, is dean of the college of education at Arizona State U.

David C. Van Egan, former professor of Biology at California Institute of Technology, is professor and chair of anatomy and neurobiology at Washington U. (Mo.).

Phillip Vendall, associate dean of academic affairs, humanities, and social sciences at Genesee Community College, is vice-president for academic affairs at West Virginia Northern Community College.

Nemathi L. Wetters, acting vice-chancellor.

U. of Wisconsin at Milwaukee, is vice-chancellor for academic affairs.

Campan P. Weil, former president of Pfeiffer College, is interim president of Brandeis College.

Conrad Weinman, president of Northern Nazarene College, is president of Nazarene Theological Seminary.

Joe White, former director of budget and reporting at Austin Peay State U., is assistant to the president.

Dianne Williams, acting president of Mohican Community College, is president of Quinnburg Valley Community College.

IN THE ASSOCIATIONS

Queen Bell, president of Computer Museum (Boston), has been elected president of Association for Computing Machinery.

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Kurt L. Swanson, professor of instructional technology at U. of Georgia, has been named president-elect of Association for Educational Communications and Technology.

Tanya Hillen, former executive at International Business Machines Corporation, is director of American Association of University Women Educational Foundation.

John R. Sauter, professor of health education and chairman of applied health science at Indiana U., is national executive vice-president of American Cancer Society.

Peggy Babin, director of university relations at California Institute of Technology, is director of information studies at Northern Illinois U., is executive director of American Library Association.

Gail Young, vice-president for administrative and financial affairs at Maryland Biotechnology Institute, is treasurer and controller at Universities Research Association.

MISCELLANY

Robert A. Armstrong, president of Henry Lee Foundation, has announced his retirement, effective in September.

John Wesley Cook, director of the Institute of Sacred Music, Worship, and the Arts at Yale U., is president of Henry Lee Foundation, effective in September.

David G. Burt, president emeritus of Mount Vernon College, is executive director of College Consortium for International Studies, effective December 1.

Richard R. Brundage, executive director of College Consortium for International Studies, has announced his retirement, effective in December.

Deaths

F. Carlton Ball, 81, former professor of ceramics at U. of Puget Sound, June 5 in Tacoma, Wash.

Robert Collins Christopher, 68, secretary of Pulitzer Prize Award and adjunct professor of journalism at Columbia U., June 4 in New London, Conn.

Danna W. Dornell, 34, chairman of chemistry at New Mexico State U., June 7 in Las Cruces, N.M.

David D. Denker, 77, former president of New York Medical College, June 7 in Princeton, N.J.

Harry Engle, 88, former professor of cell biology at Albert Einstein College of Medicine at Yeshiva U., June 12 in Port Chester, N.Y.

Epiphany Fogel, 71, poet and professor emerita of English at Cornell U., June 12 in Ithaca, N.Y.

John L. Fuller, 81, former professor of psychology at State U. of New York at Binghamton, June 8 in Cambridge, Mass.

Rev. Paul H. Furley, 95, former professor of sociology of Catholic U. of America, June 8 in Washington.

Robert G. Galt, 81, professor emeritus of psychology at New York U., June 12 in Long Beach, N.Y.

James E. Herd, 77, former professor of education at U. of Missouri at Columbia, June 12 in Columbia, Mo.

Maria Kline, 84, former professor of mathematics at New York U., June 12 in New York, N.Y.

Charles D. May, 84, former president of U. of Colorado at Boulder, June 11 in Boulder, Colo.

John D. McKinstry, 78, former professor of physics at North Carolina U., June 11 in Greensboro, N.C.

Robert G. Moore, 84, former professor of speech and theater at Southern Illinois U., June 4 in Carbondale, Ill.

Voltaire Ainslie Roubal, 84, former professor of law relations at Southern Illinois U., June 4 in Carbondale, Ill.

Richard G. Sauter, 71, former professor of biology at U. of Illinois at Champaign, June 11 in Champaign, Ill.

Brother R. Charles Schaefer, 84, former professor of biology at State U. of Illinois at Urbana-Champaign, June 11 in Urbana, Ill.

Emily A. Smith, 84, former professor of biology at State U. of Illinois at Urbana-Champaign, June 11 in Urbana, Ill.

Robert W. Towner, 78, former president of Newbury Library, June 11 in Newbury, Mass.

Robert M. Zollinger, 88, professor emeritus of surgery at Ohio State U., June 12 inlexley, Ohio.

Coming Events

A symbol (s) marks items that have not appeared in previous issues of The Chronicle.

JUNE

22-23: Administration, "Chairing the Academic Department for Deans, Directors, and Department Chairpersons" workshop, American Council on Education, Radisson Park Terrace Hotel, Washington, Contact: Department Leadership Program, ace, 810 R Street, N.W., Washington 20006; (202) 939-9415.

24-26: Student personnel, "Campus Cultures Creating Community," Institute for student-personnel studies, University of Northern Colorado, Greeley, Colo. Contact: Summer School, Fraser Hall, University of Northern Colorado, Greeley, Colo. 80639; (800) 232-1748.

26-28: Multicultural issues, "Summer Institute on Campus Diversity," Hollins College and other sponsors, Hollins College, Roanoke, Va. Contact: Rebekah Woodley, (703) 362-6380 or Joyce Seale, (804) 603-8840.

29: Adult students, "Understanding and Working With Adult Learners," seminar, Picking Institute, Santa Barbara, Cal. Contact: (805) 687-1099, fax: (805) 963-9250.

30: Education, "Winning the Global Economy: The High-Performance Edge," conference, Career College Association (formerly Association of Independent Colleges and Schools) and the National Association of Trade and Technical Schools, Washington Court Hotel, Washington, Contact: Sandra Smith, (202) 336-6250.

26-28: Student recruitment, "Designing Effective Admissions-Volunteer Recruitment," workshop, Council for Advancement and Support of Education, San Francisco, Contact: caco, Suite 100, 1000 California St., Washington 20006; (202) 338-5900.

26-28: History and human rights, "Human Rights and the Dominican Republic: Contributions of Dominican Scholars and Militaries," conference, Rosary College, River Forest, Ill. Contact: Quinnburg Conference, Rosary College, 7900 West Division Street, River Forest, Ill. 60461; (708) 526-6811.

26-28: Literature, "Historicisms and Cultural Critique," seminar, Pennsylvania State University, University Park, Pa. 16802.

26-28: Literature, "Your Right to Know: Librarians Make It Happen," annual meeting, American Library Association, Moscone Convention Center, San Francisco, Contact: ALA, 50 East Huron Street, Chicago 60611.

28: Personnel, "Casualty Staffing and Cost-Effective Teams," seminar,

Clemson University, Greenville Hilton Hotel, Greenville, S.C. Contact: Kay Barnett, (803) 656-2200.

28-30: Total quality management, "Total Quality Management: Executive Seminar," QSystem Inc., Dallas, Contact: QSystem, 100 South Sunrise Way, Suite 150, Dallas, Texas 75241; (214) 787-8704.

28-27: Students, "Attitudes, Expectations, Behaviors: Faculty Impact on the Undergraduate Experience," seminar, Flinding Institute, Santa Barbara, Cal. Contact: (805) 687-1099, fax: (805) 963-9250.

JULY

26-28: Child care, Annual conference, International Nursery Association, Hilton Hotel, San Diego, Contact: iwa, P.O. Box 26522, Austin, Tex. 78735; (512) 454-6601.

26-28: Higher education, "Nebraska Conference: Catholic Colleges—Building Partnerships for a New Future," meeting, Association of Catholic Colleges and Universities and other sponsors, Erie City College, Sioux City, Iowa 51104; (712) 279-1400.

26-28: Higher education, Biennial meeting, Conference of Quaker Historians and Archivists, Wilmington College, Wilmington, Ohio, Contact: H. J. Thompson, Department of History, University of Tennessee, Chattanooga, Tenn. 37403.

26-28: Medical technology, Annual meeting, American Society for Medical Technology, Boston, Contact: asmt, 2021 L Street, N.W., Suite 400, Washington 20036; (202) 338-5900.

26-28: Teaching, "Goodard Institute on Teaching and Learning," Goodard College, Plainfield, Vt. Contact: (802) 454-6311.

26-28: Developmental education, "College Institute for the Training and Certification of Developmental Educators," Appalachian State University, Morgantown, N.C. Contact: Blunt Brigham or Margaret Mack, National Center for Developmental Education, Appalachian State University, Boone, N.C. 28608; (704) 263-2057.

26-28: Recruitment, "Recruitment and Retention of a Diverse Student and

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Employee Population," seminar, State Bar of California, San Francisco, Cal. Contact: (415) 667-1099, fax: (415) 667-1099.

28-30: Faculty development, "Faculty Development: A Model Program," conference, Community College of Aurora, West Point, Colo. Contact: E. J. Heston, Faculty Development Program, Community College of Aurora, 10000 West Colfax Avenue, Aurora, Colo. 80011.

28-30: Social sciences, "National Science Foundation Institute for Teaching National Council for the Social and Behavioral Sciences," National Science Foundation, Washington, D.C. Contact: Doreen M. Hall, (202) 964-7840, fax: (202) 964-7801.

28-30: Education, "Scholarship and Leadership," conference, American Association for Higher Education, Sheraton Hotel, Washington, D.C. Contact: North American Kivley House, Attn: Scholastic, Dupont Circle, Washington 20036; (202) 964-7840, fax: (202) 964-7801.

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CONTINUED

13-341 **Drug Abuse.** Summer Institute for Alcohol and other drug studies, State University of New York, Albany, New York. Contact: Rosemarie G. Instituto for Alcoholism Services and Training, 113 Cary Hall, State University of New York, Albany, New York 12242.

13-342 **Philosophy.** "Interpretation, Remembrance, and Community: After Hermeneutics," annual session, October 1990, University of Wisconsin, Madison, Wisconsin. Contact: Stephen H. Watson, Department of Philosophy, University of Wisconsin, Madison, Wisconsin 53706.

13-343 **Philosophy.** "The Pond Rains: Indo-Pakistani Techniques of Pond Raining," 2nd annual conference, Indianapolis, Contact: Center on Philosophy, Indiana University, Indianapolis, Indiana 46202-1316. (317) 274-2742.

13-344 **International studies.** "Summer Institute for International Communication: session 11," International Communication Association, 1990, New York, New York. Contact: Irene S. Brown, act, Inc., Suite 238, 8815 S. Preston

August 2: American Indians. Applications from women of American Indian heritage for graduate fellowships. Contact: McNickle Center for the History of the American Indian.

August 2: Fulbrights. Applications for Fulbright awards for research and/or lecturing in countries other than in Australia or South Asia (that deadline was June 15). Contact: Council for International Exchange of Scholars, 3007 Tilden Street, N.W., Box 88, Washington 20008-3009; (202) 686-7877.

ships with residence at federal agency or research institutions. Contact: International Program Manager, Office of Science and Engineering Programs, National Research Council, 2101 Constitution Avenue, N.W., Washington 20418; fax (202) 334-2759.

August 1st Science research—Invitations from U.S. scientists to participate in collaborative science work with Indian scientists will be held in 1993. Contact: Jeanne M. Durbin.

for information, contact Dr. F.A. Hilemski, Dean's
Office, School of Social Sciences, University of South
Alabama, 800 University Blvd., Mobile, AL 36688-
(904) 727-7042.

July 31: Human behavior. Nominations of designers of computer systems "that best succeed in passing a modern variant of the Turing Test," for consideration for the Loebner Prize given by the Cambridge Center for Behavioral Studies. **Contact:** Robert Epstein, Loebner Prize Competition, Cambridge Center for Behavioral Studies, 11 Waterhouse Street, Cambridge, Mass. 02138; (617) 491-9123.

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Figure 1. Schematic representation of the experimental design. The subjects were divided into two groups: the control group and the experimental group. The control group was divided into two subgroups: the control group and the control group. The experimental group was divided into two subgroups: the experimental group and the experimental group. The control group was divided into two subgroups: the control group and the control group. The experimental group was divided into two subgroups: the experimental group and the experimental group.

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1. *Chlorophyll a* (Chl a) is the primary photosynthetic pigment in most plants and algae. It is a green pigment that absorbs light energy in the blue and red regions of the visible spectrum. Chl a is essential for the light-dependent reactions of photosynthesis, where it converts light energy into chemical energy in the form of ATP and NADPH.

